

# CGPS Reception Coverage Map 2021-22



## Personal Social and Emotional Development

Personal,  
Social &  
Emotional  
Development

	Autumn	Spring	Summer /ELG
Building Relationships	<ul style="list-style-type: none"> <li>I can build constructive and respectful relationships.</li> <li>I can take steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<ul style="list-style-type: none"> <li>I see myself as a valuable individual</li> </ul>	<ul style="list-style-type: none"> <li>I can work and play cooperatively and take turns with others.</li> <li>I can form positive attachments to adults and friendships with peers.</li> <li>I can show sensitivity to my own and to others' needs.</li> </ul>
Managing Self	<ul style="list-style-type: none"> <li>I can express my feelings and consider the feelings of others.</li> <li>I can manage my own needs.</li> <li>I can describe myself in positive terms and talk about my abilities.</li> </ul>	<ul style="list-style-type: none"> <li>I show resilience and perseverance in the face of challenge.</li> <li>I can identify and moderate my own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>I can explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>I understand that my actions affect other people.</li> <li>I am aware of the boundaries set, and of how to behave in my setting.</li> </ul>	<ul style="list-style-type: none"> <li>I can think about the perspectives of others.</li> <li>I am beginning to be able to negotiate and solve problems without aggression.</li> </ul>	<ul style="list-style-type: none"> <li>I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly</li> <li>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</li> <li>I can give focused attention to what the teacher says, responding appropriately even when I am engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>

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## Communication and Language


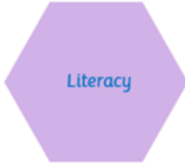


	Autumn	Spring	Summer/ELG
Listening, attention and understanding	<ul style="list-style-type: none"> <li>I understand how to listen carefully and why listening is important.</li> <li>I can listen to and talk about stories to build familiarity and understanding.</li> <li>I can listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>I engage in story times.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to find out more and check I understand what has been said to me.</li> <li>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>I can maintain my attention, sit quietly and concentrate for longer periods during whole class and focused learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>I can make comments about what I have heard and ask questions to clarify my understanding;</li> <li>I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>I can learn new vocabulary.</li> <li>I can articulate my ideas and thoughts in well-formed sentences.</li> <li>I can connect one idea or action to another using a range of connectives.</li> <li>I am developing and using a range of social phrases.</li> <li>I can learn rhymes, poems and songs.</li> <li>I can use language to imagine and recreate roles and experiences in play situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can use new vocabulary through the day.</li> <li>I can describe events in some detail.</li> <li>I can use talk to help work out problems and organise my thinking and activities, explaining how things work and why they might happen.</li> <li>I can retell a story, once I have developed a deep familiarity with the text.</li> <li>I can use new vocabulary in different contexts.</li> <li>I show interest and engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary;</li> <li>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</li> </ul>

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		Physical Development		
		Autumn	Spring	Summer
Gross Motor Skills		<ul style="list-style-type: none"> <li>I can refine and revisit different ways of moving (rolling, crawling, walking, jumping, running, hopping, skipping and climbing.)</li> <li>I can move in a fluent style of moving, with developing control and grace.</li> <li>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>I can confidently kick or throw a ball with accuracy, towards a target, into a goal, through a hoop or to another person.</li> </ul>	<ul style="list-style-type: none"> <li>I am developing overall body strength, co-ordination, balance and agility.</li> <li>I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>I can combine different movements with ease and fluency.</li> <li>I know and talk about the different factors that support their overall health and wellbeing. (See Guidance</li> </ul>	<ul style="list-style-type: none"> <li>I can negotiate space and obstacles safely, with consideration for myself and others.</li> <li>I can demonstrate strength, balance and co-ordination when playing.</li> <li>I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	Fine motor	<ul style="list-style-type: none"> <li>I can use vertical and horizontal marks to create a cross symbol.</li> <li>I can use scissors to cut on a line continuously.</li> <li>I can make anticlockwise marks and retrace vertical lines.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of tools competently, safely and confidently. I.e pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>I am beginning to form recognisable letters.</li> </ul>	<ul style="list-style-type: none"> <li>I can hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.</li> <li>I can use a range of small tools, including scissors, paint brushes and cutlery</li> <li>I am beginning to show accuracy and care when drawing.</li> </ul>

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	<h2 style="text-align: center;">Literacy</h2>			
	Autumn	Spring	Summer	
Reading-Comprehension	<ul style="list-style-type: none"> <li>I can respond to instructions involving a two part sequence.</li> </ul>	<ul style="list-style-type: none"> <li>I can share my understanding of something I have heard.</li> <li>I can follow a story without pictures or props.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my words and recently introduced vocabulary.</li> <li>I can anticipate, where appropriate, key events in stories</li> <li>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	
Reading -Word reading	<ul style="list-style-type: none"> <li>I can read individual letters by saying the sounds for them.</li> <li>I can recognise and say initial sounds in words.</li> <li>I can choose a book that I would like to read.</li> <li>I can identify the title on a book.</li> <li>I enjoy exploring a range of books</li> <li>I can recognise a rhyming pair.</li> <li>I can continue a rhyming string.</li> </ul>	<ul style="list-style-type: none"> <li>I can blend sounds into words to read simple words made up of known letter-sound correspondences.</li> <li>I can read some letter groups that each represent one sound and say sounds for them.</li> <li>I can read a few common exception words matched to my schools phonics scheme.</li> <li>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>I can re-read my phonics books to build up my confidence in word reading, my fluency and my understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>I can say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>I can read words consistent with my phonic knowledge by sound-blending</li> <li>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>I can write my name from memory.</li> <li>I can write a grapheme to a sound I know.</li> </ul>	<ul style="list-style-type: none"> <li>I can form lower-case and capital letters correctly.</li> <li>I can spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>I am beginning to write labels and captions and talk about what I have written.</li> <li>I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>I can re-read what I have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>I can write recognisable letters, most of which are correctly formed</li> <li>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>I can write simple phrases and sentences that can be read by others.</li> </ul>	

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## Mathematics



	Autumn	Spring	Summer
Number	<ul style="list-style-type: none"> <li>I can count actions and sounds which cannot be moved.</li> <li>I can recognise numerals 1-5.</li> <li>I can select the correct number symbol (numeral) to represent 1-5 then 1-10 objects.</li> <li>I am beginning to recall number bonds up to 5.</li> <li>I can subitise up to 5</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to recognise numerals 6-10.</li> <li>I am beginning to recall number bonds up to 10.</li> <li>I know the composition of numbers to 10.</li> <li>I am beginning to use the vocabulary involved in adding and subtracting in practical activities and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>I have a deep understanding of number to 10, including the composition of each number;                             <ul style="list-style-type: none"> <li>I can recognise and name numerals to 10</li> <li>I can match a quantity to a numeral to 1</li> <li>I can show numbers to 10 in a range of representations.</li> </ul> </li> <li>I can show how numbers to 10 can be composed of 2 or more parts.</li> <li>I can subitise (recognise quantities without counting) up to 5</li> <li>I can automatically recall number bonds up to 5</li> <li>I can automatically recall some number bonds to 10, including double facts.</li> </ul>
Numerical patterns	<ul style="list-style-type: none"> <li>I can verbally count to 10.</li> <li>I am beginning to verbally count beyond 10.</li> <li>I can order numbers to 5</li> </ul>	<ul style="list-style-type: none"> <li>I can order numerals to 10.</li> <li>I can compare numbers.</li> <li>I can find 1 more than/one less from a group of up to five objects, then ten objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can verbally count beyond 20, recognising the pattern of the counting system.</li> <li>I can compare quantities up to 10 recognizing when one quantity is greater than the other quantity</li> <li>I can compare quantities up to 10 recognizing when one quantity is less than as the other quantity.</li> <li>I can compare quantities up to 10 recognising when one quantity is the same as the other quantity.</li> <li>I can explore and represent patterns within numbers up to 10</li> <li>I can identify and represent evens and odds within numbers up to 10</li> <li>I can explore and represent double facts up to 10.</li> <li>I can share quantities up to 10 equally.</li> </ul>

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Shape, Space and Measures	<ul style="list-style-type: none"><li>• I can continue, copy and create repeating patterns.</li><li>• I can compare length, weight and capacity.</li></ul>	<ul style="list-style-type: none"><li>• I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li><li>• I can compose and decompose shapes so that I can recognise that a shape can have other shapes within it, just as numbers can.</li></ul>	<ul style="list-style-type: none"><li>• I can use everyday language to talk about length to compare quantities and objects and to solve problems.</li><li>• I can measure length using non-standards units.</li><li>• I can use everyday language to talk about height to compare objects and to solve problems.</li><li>• I can measure height using non-standards units.</li><li>• I can use everyday language to talk about weight to compare quantities and to solve problems.</li><li>• I can measure weight using non-standards units</li><li>• I can use everyday language to talk about capacity to compare quantities and to solve problems.</li><li>• I can measure capacity using non-standards units</li><li>• I can use everyday language to talk about position and distance to compare and to solve problems.</li><li>• I can use everyday language related to time.</li><li>• I can recognise that a 3D shape can be made up of 2D shapes.</li><li>• I can recognise and name 3D shapes. (cube, pyramid, sphere, cone, cuboid)</li></ul>
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# CGPS Reception Coverage Map 2021-22



## Understanding the World

Understanding  
the World

	Autumn	Spring	Summer
People, Culture and Communities	<p>I can talk about members of my immediate family and community.</p> <ul style="list-style-type: none"> <li>I can name and describe people who are familiar to me.</li> <li>I understand that some places are special to members of their community</li> </ul>	<ul style="list-style-type: none"> <li>I can draw information from a simple map.</li> <li>I can recognise that people have different beliefs and celebrate special times in different ways.</li> <li>I can recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
Past and Present	<ul style="list-style-type: none"> <li>I can talk about images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the lives of the people around me and their roles in society;</li> <li>I know some similarities and differences between things in the past and now, drawing upon my experiences and what has been read in class.</li> <li>I understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
The Natural World	<ul style="list-style-type: none"> <li>I can explore the natural world around me.</li> <li>I can describe what I see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise some environments that are different to the one in which I live.</li> <li>I understand the effect of changing seasons on the natural world around me.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore the natural world around me, making observations and drawing pictures of animals and plants;</li> <li>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class;</li> <li>I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</li> </ul>

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		Expressive Arts and Design		
		Autumn	Spring	Summer
Creating with Materials		<ul style="list-style-type: none"> <li>I can choose particular colours to use for a purpose.</li> <li>I can experiment to create different textures.</li> <li>I can construct with a purpose in mind, using a variety of resources.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</li> <li>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</li> <li>I can create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>I can share my creations, explaining the process I have used.</li> <li>I can make use of props and materials when role playing characters in narratives and stories.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>I can listen attentively, move to and talk about music I have heard, expressing my feelings and responses.</li> <li>I can watch and talk about dance and performance art, expressing my feelings and responses.</li> <li>I can explore the different sounds musical instruments make.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</li> <li>I can develop storylines in my pretend play.</li> <li>I can explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>I can invent, adapt and recount narratives and stories with peers and my teacher</li> <li>I can sing a range of well-known nursery rhymes and songs;</li> <li>I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>