



## MORDA RECEPTION ENDPOINTS

What we are trying to achieve with the subject curriculum. Intended endpoints.

How we prepare children for the next steps in their learning

| Subject | Key Knowledge  | Key Vocabulary:<br>Children will know vocabulary like ....  |
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| Reading | Pupils will be able to <ul style="list-style-type: none"> <li>• Recognise and say all of RWI set 1 sounds</li> <li>• Blend words with Read Write Inc (RWI) set 1 Sounds</li> <li>• Independently read (RWI) set 1 Ditties with increased fluency</li> <li>• Enjoy sharing picture books with adults</li> <li>• Retell some well-known stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. e.g Gingerbread Man, Little Red Hen, the Enormous Turnip and other topic related books</li> <li>• Learn some verses from poems rhymes and songs by heart</li> <li>• Know that some books are stories and poems and some books are factual and give them information</li> </ul> | Story, book, title, front page, word, sentence, poem, fact, rhyme, sound, happy ending, character<br><br><i>‘Special Friends’ (2 letters making one sound e.g. th, sh, ch qu)</i> |
| Writing | Pupils will be able to: <ul style="list-style-type: none"> <li>• Know and write lower case letters using the correct orientation for set 1 sounds and some set 2 sounds</li> <li>• Write some capital letters</li> <li>• Know the letters in their name and the order</li> <li>• Know that capital letters are used for names</li> <li>• Spell words by saying the sound and identifying the letters heard</li> <li>• Write short phrases and sentences about something familiar to them or an event they have experienced using known sounds</li> <li>• Use a capital letter correctly in short sentences</li> <li>• Use a full stop correctly in short sentences</li> </ul>  | Letter, sound, special friend (two letters one sound)<br>Sentence, capital letter, full stop<br>Letter sound/letter name<br>Finger space<br>Line, new line                        |

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|         | <ul style="list-style-type: none"> <li>• Begin to understand a simple structure of a familiar story using a story map</li> <li>• Create their own simple story maps</li> </ul>   |  |
| Maths   | <p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Understand that objects can be represented by numbers</li> <li>• Begin to write numbers with the correct orientation</li> <li>• Count objects which can be moved</li> <li>• Count objects which can't be moved</li> <li>• Subitise numbers to 5</li> <li>• Know number bonds to 5</li> <li>• Begin to know some number bonds to 10</li> <li>• To use equipment to add and subtract numbers to 10</li> <li>• Count to 20</li> <li>• Begin to recognise numbers to 20</li> <li>• Understand less and more</li> <li>• Compare numbers – know which are bigger and which are smaller</li> <li>• Begin to join in with counting songs up to 100</li> <li>• Begin to join in with counting in twos</li> <li>• Begin to join in with counting in fives</li> <li>• Begin to join in with counting in tens</li> <li>• Copy simple repeated patterns: e.g. colours or shapes</li> <li>• Be able to measure using non standard measures in every day situations : length-hand spans, weight – cubes, capacity – cups or beakers</li> <li>• Be able to use some standard measures in everyday situations – e.g. cooking – grammes, centimetres</li> <li>• Know 2D shapes : Circle, square, rectangle triangle</li> <li>• Know that some shapes are not flat ( 3D shapes)</li> <li>• Be able to work out if a number to ten is odd or even using Numicon</li> <li>• Begin to know doubles e.g double 1 is 2 / double 2 is 4</li> </ul> | <p>More, less, counting, double, odd, even, weight, length, capacity, numbers, one two, three, four five etc. double, add, take away, equals, subtract, shape, circle, square, triangle, rectangle</p> |
| Science | <p>Pupils will be able to</p> <p>Animals</p> <ul style="list-style-type: none"> <li>• Know animals live in different types of homes/ locations (habitats)</li> </ul>   | <p>desert, sea, hot, cold, wet, dry, hair, eyes, skin, baby, toddler, child, adult, plant, seed, tree, bush, flower, vegetable, animal, summer,</p>  |

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|  | <ul style="list-style-type: none"> <li>• Begin to name and describe animals that live in different habitats e.g. polar bears live in the cold, in the North Pole or giraffes live in the warm in Africa.</li> </ul> <p>Humans</p> <ul style="list-style-type: none"> <li>• Describe their friends/ family/ teachers etc.– appearance: hair colour, eye colour, skin colour, size</li> <li>• Explain how they take care of themselves (washing, brushing teeth, being active)</li> </ul> <p>Living things and their habitat</p> <ul style="list-style-type: none"> <li>• Name some simple plants that grow near their home</li> <li>• Name some animals that live near their home</li> </ul> <p>Seasonal changes</p> <ul style="list-style-type: none"> <li>• Begin to describe how different weathers look and feel; rain, snow, wind, sun, storm</li> <li>• Say what they would wear in different seasons/weathers</li> <li>• Explain that living things (such as plants) in the surrounding environment, change throughout the year</li> </ul> <p>Materials (including changing materials)</p> <ul style="list-style-type: none"> <li>• Use their senses to say how a range of materials, including natural materials, look and feel</li> <li>• Make objects from different materials, including natural materials</li> <li>• Notice that some materials change when heated and cooled e.g. chocolate or ice</li> </ul> <p>Light</p> <ul style="list-style-type: none"> <li>• Notice and draw around shadows created by the sun, talking about their shape and size</li> <li>• Make shadows, both indoors and outdoors, by blocking a light with their hands/bodies and shadow puppets (sun/torch light)</li> <li>• Name colours they can see in a rainbow</li> <li>• Understand that a rainbow happens when there is sun and rain</li> </ul> <p>Forces</p> <ul style="list-style-type: none"> <li>• Change an object to make it float or sink e.g. reshaping plasticine, peeling/cutting fruit</li> </ul> | <p>autumn, winter, sunny, cloudy, hot, warm, cold, raining, storm, thunder, lightning, snow, icy, frost, puddles, windy, rainbow, water, frozen, melt, slippery, smooth, hard, soft, bendy, wood, plastic, paper, card, metal, strong, weak, light, shadow, torch, light source, float, sink, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, wind, air, water, blow, bounce, sound, noise, hear, high, low, loud, quiet, soft, volume</p> <p>In preparation for Year 1 expose children to:<br/>polar regions, ocean, camouflage, male, female, environment, hibernate, snowflake, solid, liquid, gas, pale, dark, transparent, opaque, force, rotate, solid, liquid, gravity</p> |
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|           | <ul style="list-style-type: none"> <li>• Talk about how rolling a toy car down a ramp makes it faster</li> <li>• Notice that objects things fall faster than others</li> </ul> <p>Sound</p> <ul style="list-style-type: none"> <li>• Listen to sounds outside and identify the source</li> <li>• Make sounds (using voices, instruments and other objects, such as blades of grass)</li> <li>• Describe the sounds they hear</li> </ul>   |   |
| History   | <p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Know that the past is something that has already happened.</li> <li>• Recognise a simple timeline is a way of showing the past</li> <li>• Know that recent past is things which have happened in the time people have been alive (in living memory)</li> <li>• Know that further into the past is 'a long time ago 'before people who are alive today can remember it (beyond living memory)</li> <li>• Talk about and share experiences of the story of their own past and present.</li> <li>• Begin to talk about the story of own family's history</li> <li>• Talk to older people (friends and people the community and in school) about their lives before they were born.</li> <li>• Talk about artefacts and objects/ images that the class teacher has brought in and say whether they think they are from now (the present) or from the past.</li> <li>• Use simple everyday terms to describe the passing of time, e.g. new and old, now and then, before I was born etc.</li> <li>• Use photographs and images to talk about own what they can remember in their own past</li> <li>• Retell simple stories about some characters and events from the past (e.g the Great Fire of London (Samuel Peeps), Moon Landing (Neil Armstrong), Medieval castles (Kings and Queens)</li> </ul> | <p>History, how, past, present, a long time ago, in living memory, beyond living memory, timeline, date, year, time</p> <p>Family, baby, child, adult, older person<br/>Mum, dad, grandma, grandad, great grandma, great grandad.<br/>King, Queen, castle, homes,<br/>transport, steam train, motor car, aeroplane, rocket,</p> |
| Geography | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about their local area and name key landmarks e.g. the village shop, playing fields, village hall etc.</li> </ul>  | <p>Village, town, house, building, school, shop, hospital, park, countryside, hill, mountain, sea, beach, forest, wood,</p>   |

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|     | <ul style="list-style-type: none"> <li>• Understands what is near and what is far.</li> <li>• Understand that a map is a picture of a place from above</li> <li>• Talk about and follow a simple map / plan of their classroom/ the school or the local area.</li> <li>• Recall and talk about a local journey they have been on and put landmarks in sequence</li> <li>• Begin to identify geographical features of the local area e.g. hill, road, river, house, school, park.</li> <li>• Draw their own simple maps</li> <li>• Use aerial photos to identify features of a locality.</li> <li>• Know that a globe is a representation of the earth and be able to identify land and sea</li> <li>• Know about some geographical features of some more distant places and how they are different from their own village: e.g. UK seaside resort, Kenya village.</li> </ul> | Map, plan, aerial photograph, near, far, globe, earth, country   |
| Art | <p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Enjoy creating their own individual art work</li> <li>• Know the names of the basic colour pallet colours</li> <li>• Make marks with different media to express feelings</li> <li>• Make different marks – straight, long, short, curved, wavy lines</li> <li>• Make a range of marks to create pictures</li> <li>• Mix primary colours and say which colours they have made</li> <li>• Know an artist is someone who creates paintings or drawings</li> <li>• Have experienced working with a range of media e.g. paint, collage, modelling clay, 3D models, chalks, pastels.</li> <li>• Begin to learn some artist names e.g. Vincent Van Gogh, Pablo Picasso, Paul Klee, Andy Goldsworthy</li> </ul>   | Artist, painting, drawing, mixing, primary colours<br>paint, collage, model clay, chalks, pastels<br>straight, long, short, curved, wavy lines dark, light |
| DT  | <p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Design a simple product from a brief (structures/ food/ textiles/ mechanisms)</li> <li>• Make a simple product from a brief</li> <li>• Say what has worked well with their product</li> </ul>   | Plan, design, draw, make, cut, stick, join, cook, chop, mix, bake, stir, peel turn, axel, wheel, strong  |

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|       | <ul style="list-style-type: none"> <li>• Say what they would change next time about their product</li> <li>• Join materials together and say what the best thing is for the job.</li> <li>• Use safety scissors independently.</li> <li>• Use a butter knife independently.</li> <li>• Understand about keeping safe when using scissors and knives.</li> <li>• Start to follow good hygiene rules independently.</li> <li>• Name tools and materials used for making product</li> </ul>  |   |
| Music | <p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Enjoy performing and listening to music</li> <li>• Sing a range of songs they have been taught.</li> <li>• Express likes and dislikes to different types of music.</li> <li>• Move their bodies to different types of music.</li> <li>• Play percussion instruments to accompany different types of music.</li> </ul>  | <p>Music, song, tune, rhythm, soft, quiet, loud, fast slow, instrument,<br/>In preparation for Year 1 expose children to:<br/>source, crescendo, vibration, pitch</p>                             |
| PHSE  | <p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Talk about their feelings</li> <li>• Begin to regulate themselves using language and strategies from the zones of regulation</li> <li>• Talk about other people's feelings</li> <li>• Show empathy and consideration when someone is feeling sad, unhappy, angry (red zone)</li> <li>• Begin to develop their 'bounce back ability' (resilience) if things don't go right first time</li> <li>• Know how to listen well (face the person, make eye contact etc)</li> <li>• Become more independent by selecting the resources they need.</li> <li>• Know rules for different situations and try to follow e.g., Forest School, assembly, play times.</li> <li>• Be able to say why rules are important.</li> <li>• Dress independently for PE and Forest School.</li> <li>• Use the toilet independently.</li> <li>• Understand and try to make healthy choices with food and drink.</li> <li>• Know how to take turns.</li> </ul> | <p>Happy, sad, angry, excited, scared, calm<br/>Green zone, yellow zone, blue zone red zone<br/>(zones of regulation)<br/>Pants Zone<br/>Healthy eating<br/>Doctor, nurse, dentist, hospital,</p> |

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|    | <ul style="list-style-type: none"> <li>• Have a good relationship with their teachers and teaching assistants.</li> <li>• To know that trusted adults like doctors, nurses and dentists help us to keep safe and healthy.</li> <li>• Know that their body is their own and that the pants area is 'private' and how to say 'no' if needed.</li> </ul>  |  |
| RE | <p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Name our school values of Courage, Compassion and Fairness and religious stories which show examples of these. (Courage :The Easter Story Compassion : The Good Samaritan, Fairness: The Prodigal Son / Loaves and Fishes)</li> <li>• Remember the main points story of Jesus's birth <ul style="list-style-type: none"> <li>• Remember the main points of the Easter story</li> <li>• Know when people pray they are talking to God</li> <li>• Know that a church is a special religious building where people pray to God.</li> <li>• Know that there are other special buildings where people who believe in different religions pray to God.</li> </ul> </li> </ul> | <p>Courage, compassion, fairness<br/> God, Jesus, church, prayer, Christmas, Easter, Harvest</p> |
| PE | <p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Dress independently for PE.</li> <li>• Begin to follow instructions given in PE lessons.</li> <li>• Move in different ways e.g. skip, hop, jump.</li> <li>• Balance on off simple equipment</li> <li>• Catch a ball.</li> <li>• Throw a ball with increasing aim.</li> <li>• Kick a ball with increasing aim.</li> <li>• Roll a ball with increasing aim.</li> <li>• Bat a ball with increasing aim.</li> <li>• Be aware of the space around them when doing PE.</li> <li>• Respond to different types of music through dance.</li> <li>• Use a range of small and large apparatus</li> <li>• Enjoy playing simple team games</li> </ul>                                | <p>Catch, throw, kick, roll, run, walk, skip, hop, jump</p>                                      |