



St Mary's
Catholic Primary School and Nursery

Reception Knowledge and Skills Tracker

Autumn 1 All About Me & Family Traditional Tales (3 Little Pigs/Goldilocks and the 3 Bears)	Autumn 2 Autumn (Mouse House) & Christmas (Stickman)	Spring 1 Space (Whatever Next) & Dinosaurs	Spring 2 Traditional Tales (Little Red Riding Hood) & The Woods (The Gruffalo)	Summer 1 Growing Jasper’s Beanstalk	Summer 2 Minibeasts (The Very Hungry Caterpillar) & Days Out (Mr Gumpy’s Outing/Adventures of Barney Bear)
People & Communities Knowledge					
30-50 Knows some of the things that make them unique (eye colour, hair colour, special skills, what they are good at). Know similarities and differences in relation to family and friends. Remembers and talks about significant events in their own experience. 40-60 Knows family customs and routines.				40-60 Knows family customs and routines. ELG Children know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	
People & Communities Skills					
30-50 Talk about some of the similarities and differences in relation to friends or family. Shows interest in different occupations and ways of life. Recognises and describes special times or events for family or friends. Shows interest in the lives of people who are familiar to them. 40-60 Enjoys joining in with family customs and routines.				40-60 Enjoys joining in with family customs and routines. ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and	

	traditions.
The World Knowledge	
30-50 Understand growth, decay and changes over time- (how they have changed). Know how to care for living things and the environment. 40-60 Know about similarities, differences (different materials 3 pigs used to build)(different seasons)(different features of planets in our solar system), patterns and change (autumn).	40-60 Know about similarities, differences, patterns and change. ELG Children know about similarities and differences in relation to places, objects, materials and living things
The World Skills	
30-50 Talk about some of the things they have observed such as plants, animals (pets & pigs), natural and found objects (autumn objects). Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work. Shows care and concern for living things and the environment. 40-60 Looks closely at similarities, differences, patterns and change.	40-60 Looks closely at similarities, differences, patterns and change. ELG They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Technology Knowledge	
30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Knows that information can be retrieved from computers. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 40-60 Knows how to use ICT hardware to interact with age-appropriate computer software.	40-60 Knows how to use ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools.
Technology Skills	
30-50 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 40-60 Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.	40-60 Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. ELG Children select and use technology for particular purposes.
Exploring & Using Media & Materials Knowledge	
30-50 Explores and learns how sounds can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things Realises tools can be used for a purpose. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	40-60 Begins to build a repertoire of songs and dances. Understands that different media can be combined to create new effects. ELG Sing songs , make music and dance , and experiment with ways of changing them.

<p>40-60 Begins to build a repertoire of songs and dances. Understands that different media can be combined to create new effects.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Exploring & Using Media & Materials Skills	
<p>30-50 Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>ELG Sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Being Imaginative Knowledge	
<p>30-50 Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>40-60 Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play.</p>	<p>40-60 Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play.</p> <p>ELG Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

Being Imaginative Skills	
<p>30-50 Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>40-60 Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>40-60 Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>ELG Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
PD Knowledge	
<p>30-50 Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Can copy some letters, e.g. letters from their name.</p> <p>40-60 Knows how to jumps off an object and land appropriately. Knows how to negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Knows how to use simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Knows letter shapes and begins to form recognisable letters. Knows how to use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Knows how to jumps off an object and land appropriately. Knows how to negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Knows how to use simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Knows letter shapes and begins to form recognisable letters. Knows how to use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG Knows how to control and co-ordinate in large and</p>

	<p>small movements.</p> <p>Knows how to move confidently in a range of ways, safely negotiating space.</p> <p>Know how to handle equipment and tools effectively, including pencils for writing</p>
PD Skills	
<p>30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>40-60 Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>40-60 Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG</p> <p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Handles equipment and tools effectively, including pencils for writing.</p>
H&SC Knowledge	
<p>30-50 • Can tell adults when hungry or tired or when they want to rest or play.</p> <ul style="list-style-type: none"> • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. 	<p>40-60</p> <ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can

40-60		contribute to good health.
<ul style="list-style-type: none">Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.Shows understanding of how to transport and store equipment safely.		<ul style="list-style-type: none">Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.Shows understanding of how to transport and store equipment safely.
		ELG Knows the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Knows how to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
H&SC Skills		
30-50		40-60 Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Practices some appropriate safety measures without direct supervision.
<ul style="list-style-type: none">Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.Can usually manage washing and drying hands.Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.		
40-60		ELG Talks about ways to keep healthy and safe. Manages their own basic hygiene and personal needs successfully , including dressing and going to the toilet independently.
<ul style="list-style-type: none">Eats a healthy range of foodstuffs and understands need for variety in food.Usually dry and clean during the day.Practices some appropriate safety measures without direct supervision.		
END POINTS	END POINTS	END POINTS
Children will be settled into Reception and becoming more independent and will have established some friendships within the class. Children will be able to express their needs and will take increasing care of themselves independently. They will have become more confident to choose what and where to pursue their learning in both the indoor and outdoor	Children will be more aware of family/community customs and routines – Valentine’s Day, Shrove Tuesday (Pancake Day), World Book Day, Sing-Up Day, Mother’s Day and Easter. Children will be independent in their approach to activities. Children will be creative in their use of materials and equipment and their choose of media – music,	Children will be independent in selecting and using resources during learning play and independent in their self-care. Children will be able to engage in a focused task activity for an extended period of time. They will be able to solve disputes with little or no adult support. Children will have a greater understanding and appreciation of the wider world beyond their

<p>environments.</p> <p>Children will have a greater understanding and appreciation of their family identity, immediate environment and their connection to it.</p> <p>Children will have a greater understanding of the traditional tale The 3 little Pigs and a selection of modern day tales such as Mouse house/ Stick man and Christmas stories.</p>	<p>dance, mark making, dressing up etc. Children will have a greater understanding and appreciation of the wider world beyond their immediate environment They will link history and science with dinosaurs and space. Children will have a greater understanding of the traditional tale Little Red Riding Hood and a selection of modern day tales.</p>	<p>immediate environment They will experience a trip to their local park and talk about landmarks on the way. Children will have a greater understanding of how seeds grow and how plants, animals and the world around them changes. Children will be emotionally prepared for the transition to Year 1 and be confident to talk about how they feel about the changes they are preparing for.</p>
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