

Reception

Progression of Skills/ Knowledge

Communication and Language

Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, talk time, Scarf/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	To understand how to listen carefully. Listen carefully in a range of situations. Aware of the importance of listening. To be able to follow instructions/directions.	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more. To understand a range of complex sentence structures. Listen to stories to build familiarity, understanding and increase vocabulary. Retelling a story using story language. Asking how and why questions...	To retell a story. To follow a story without pictures of props. To understand questions such as who, what, where, when, why and how.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth interactions. Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being

						<p>read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.</p>
Speaking	<p>To talk to their teacher and other supporting adults.</p> <p>To learn new vocabulary linked to the project learning.</p>	<p>To use new vocabulary throughout their learning and play.</p> <p>To answer questions in front of a whole class/ groups.</p> <p>Ability to speak in sentences using language to develop</p>	<p>Describing events in detail using connectives.</p>	<p>To use new vocabulary in a range of contexts. To engage in nonfiction books.</p> <p>Begin to use expression in their reading.</p>	<p>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.</p> <p>To talk about why things happen.</p> <p>To talk in sentences using a range of tenses.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>

		relationships. Retelling a story using story language. Asking how and why questions...				
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Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.	To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations.	To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.	To manage their feelings and emotions using strategies taught. To continue to consider the needs and feelings of others.	To continue to learn how to manage and control their emotions using a range of techniques	To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.
Managing Self	Go to the toilet. Wash hands. Put coat on.	To have confidence to try new activities.	To begin to show resilience and	To identify and name healthy foods.	To show a good level of	To show a ‘can do’ attitude to change and transition.

	<p>Change shoes into wellington boots.</p> <p>To explore the Reception environment.</p> <p>To begin to understand the rules of a classroom.</p> <p>Introduce brushing teeth after lunch.</p>	<p>To develop ability to follow the rules of the classroom.</p>	<p>perseverance when faced with a challenge.</p> <p>To independently manage to fasten a zipper on a coat.</p> <p>To independently manage to fasten button.</p> <p>Look after basic hygiene and personal needs and talks about the importance of good oral health (brushing teeth twice a day)</p> <p>To know the importance of a good sleep routine.</p> <p>Road safety (linked to first visit to the library).</p>	<p>To understand the importance of healthy food choices.</p> <p>Road safety (linked to school trip)</p>	<p>independence in their ability to manage their own basic needs.</p>	
Building Relationships	<p>To seek support from adults when needed.</p> <p>To gain confidence to speak to others</p>	<p>To begin to develop friendships.</p> <p>To begin to develop positive relationships with Reception staff.</p>	<p>To begin to work as a group with support from adults.</p> <p>To take turns during group work</p>	<p>To listen to the ideas of others.</p> <p>To find solutions to disagreements, with support from adults.</p>	<p>To develop relationships with other adults around the school – to support transition.</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during</p>

	<p>in their class and to adults. To play with children who are playing with the same activity.</p> <p>See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.</p> <p>Select vocabulary and pictures to express their feelings and consider the feelings of others.</p>		<p>and when playing games together.</p>		<p>To communicate with a range of people within school.</p>	<p>teamwork activities or during play. To have developed strong friendships.</p>
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Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1 (Netball)	Autumn 2 (Gymnastics)	Spring 1 (Volleyball)	Spring 2 (Cricket)	Summer 1 (Tennis)	Summer 2 (Athletics)
Gross Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing <p>To move safely within a given space. To stop safely. To develop control when using basic equipment e.g. scissors.</p> <p>Hand- eye coordination, sending and receiving, communication.</p>	<p>To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.</p> <p>To create short sequences using shapes, balances and travelling movements</p> <p>Children will discover a range of travelling, jumping, turning rolling and balancing. Children will learn different speeds, tempo, rhythms and will also learn how to use shared space of the hall using different pathways, directions and levels.</p>	<p>Hand- eye coordination, sending and receiving, communication.</p> <p>To run, change direction and stop on a given signal. To jump, hop, balance and move in a variety of ways with increasing control.</p>	<p>Reactions, hand eye coordination, catching, teamwork, batting</p> <p>To follow instructions safely and carefully when playing team games.</p> <p>To develop accuracy when throwing to a target.</p>	<p>Working on hand eye coordination and agility. Basics of contact points and forehands and backhands and volleys.</p> <p>To develop accuracy when throwing to a target.</p>	<p>Working on agility, balance, coordination and speed. Working on throwing, jumping and running.</p>

<p>Fine Motor Skills</p>	<p>Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently (including pencils, paintbrushes, scissors, knives, forks, and spoons).</p>	<p>Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.</p>	<p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks.</p> <p>To paint using thinner brushes. To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p>	<p>Form letters correctly. Build things with smaller linking blocks, such as Duplo or Lego. To create detail in drawings, using a range of tools accurately.</p>

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>To use pictures to tell stories.</p> <p>To listen to stories read and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p>	<p>To sequence familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories read to them.</p> <p>To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</p>	<p>To role play and act out stories they have heard.</p> <p>To begin to understand the sequence of a story, identifying the beginning, middle and end.</p>	<p>To begin to predict what might happen next in a story.</p> <p>To suggest what might happen at the end of a story.</p> <p>To retell a story they have heard.</p> <p>To follow a story without pictures of props.</p> <p>To identify and talk about the characters in books they are enjoying listening to or reading.</p> <p>To begin to answer questions about what they have read.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p>	<p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question.</p>
Word Reading	<p>To recognise their written name.</p> <p>To recognise taught sounds; s, a, t, p, l, n, m, d, g, o, c, k</p>	<p>To recognise taught sounds: ck, e, u, r, h, b, f, ff, l, ll, le, ss. To use taught sounds to blend CVC words.</p>	<p>To recognise taught sounds: j, v, w, x, y, z, zz, qu, ch. To use taught sounds to blend CVC words.</p>	<p>To recognise taught sounds: sh, th, ng, dge, ve, wh, cks, tch, ngk. To use taught sounds to blend CVC words.</p>	<p>To recognise taught sounds: ai, ee, igh, oa, oo, OO, oa, ar, or, ur. To use taught sounds to blend CVC words.</p>	<p>To recognise taught sounds: ow, oi, ear, air, er, ve, ure, ture. To use taught sounds to blend CVC words.</p>

	<p>To use taught sounds to blend CVC words.</p> <p>To read helpful words (l, the, to)</p>	<p>To blend sounds to read words.</p> <p>To begin reading captions and sentences using taught sounds.</p> <p>To read helpful words (of, into, no, go, little)</p>	<p>To read books matching their phonics ability.</p> <p>To read captions and sentences using taught sounds.</p> <p>To read helpful words (she, we, he, you, was, they, all)</p>	<p>To read books matching their phonics ability.</p> <p>To read captions and sentences using taught sounds.</p> <p>To read helpful words (me, her, have, when, which)</p>	<p>To begin to read longer captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability.</p> <p>To read helpful words (are, again, be, my, why, look, too)</p>	<p>To begin to read longer captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability.</p> <p>To read helpful words (revise all helpful words)</p>
Writing	<p>To copy letter shapes which are familiar to them e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p> <p>To write the initial sounds in words.</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p> <p>Retelling stories in writing area.</p> <p>Sequencing the story.</p> <p>Dominant hand, tripod grip.</p> <p>Writing initial sounds, CVC words.</p>	<p>To form lower case letters correctly, from the correct starting point.</p> <p>To begin to write sentences using finger spaces.</p> <p>To spell words using taught sounds.</p> <p>Writing some of the helpful words such as l, me, my, like, to, the.</p>	<p>To begin to form capital letters correctly.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To make phonetically plausible attempts when spelling words.</p>	<p>To form lower and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use a capital letter at the start of a sentence.</p> <p>To begin to read their written work back and check for meaning.</p> <p>To make phonetically plausible attempts when spelling words.</p>	<p>To form lower and capital letters correctly.</p> <p>To write sentences using a capital letter, finger spaces and a full stop.</p> <p>To read their written work back and check for meaning. Edit when needed.</p> <p>To make phonetically plausible attempts when spelling words.</p>

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number\ Mathematical Patterns	Perceptual subitising to 3 Counting sequence, 1:1 correspondence, cardinality Composition of 3 and 4 Subitising to 4, perceptual and conceptual, making 4 Comparison (Focus on language and think about attributes)	Counting to five. Composition by matching. Concept of a 'whole.' Composition to five. Counting beyond five.	Focus on linking subitising amounts to 5 with numerals. Ordering numbers to 5. Focus on each number being 1 more than the previous number. Focus on the composition of five and considering missing numbers Beginning to consider '5 and a bit' numbers using fingers and die frames as key representations Focus on equal and unequal groups.	Counting sequence; ordinality of 1 - 5. 1 more and 1 less than within 10. Linking ordinality and cardinality through use of staircase pattern. Comparison using knowledge of ordinality rather than comparison by matching of quantities. Children to notice whether a change creates a number which is more or less than another. Composition of 7 as 2 groups. Focus on 5 and a bit. Subitising within 6. Look at doubles; which numbers can	Counting larger amounts; strategies for counting. Structured arrangements including the 10-frame. Focus on representations of numbers using fingers and 10-frames. Focus on doubles using different representations. Focus on ordinality: comparing numbers.	Subitising on a rekenrek. Assessing and deepening the children's understanding of how to compare quantities. Assessing and deepening the children's understanding of our counting system. Assessing and deepening the children's understanding of mathematical relationships within numbers to 10. Assessing and deepening the children's developing

				be made using doubles and which numbers cannot. Sort odd and even numbers by looking at their tops; odd blocks and flat tops.		automaticity with some number facts.
Shape, Space and Measure	<p>Sorting and Matching according to attributes. Comparing small sets of objects using the words 'more', 'fewer' and 'same'. Use language to compare the length and height of objects. Describe, copy and continue a repeated pattern.</p>	<p>Compare capacity. Use and understand language that describes where objects are in relation to each other. Explain the features of circles and triangles, recognising real life examples and building their own.</p>	<p>Order and sequence familiar events, such as everyday routines. 2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes. Use mathematical names for common 2-D shapes and explore shapes in their play. 3-D shapes are solid shapes. They have a different number of faces and edges. The faces are made up of different 2-D shapes.</p>	<p>Comparing Height Comparing Length Days of the week Measuring Height Measuring Length Pattern Comparing Mass- heavier and lighter.</p>	<p>Shape- find my match. Tangrams Making New Shapes with 2 Right-Angled Triangles. Making New Shapes with Squares.</p>	<p>Comparing/ measuring capacity. Making maps. X marks the spot. Designing mazes.</p>

Use mathematical names for common 3-D shapes and use 3-D shapes in their play.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	<p>To be able to identify how they have changed from when they were a baby.</p> <p>Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p>	<p>To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class.</p> <p>To know about different festivals and celebrations.</p>	<p>To make their own class timeline.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To know about significant past events.</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p>

People, Culture and Communities	<p>To be able to talk about their own lives – my family, my school, my world.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>To know about people who help us within the local community.</p>	<p>To identify different celebrations and how people celebrate.</p> <p>Why is Christmas special for Christians?</p>		<p>Why is Easter special for Christians?</p>	<p>To know that simple symbols are used to identify features on a map.</p> <p>Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring different countries.</p> <p>Being special: where do we belong?</p>	<p>Which places are special and why?</p>

<p>The Natural World</p>	<p>To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Autumn. Describe how they can look after their environment.</p>	<p>To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Autumn/Winter.</p>	<p>To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Winter.</p>	<p>To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Spring.</p>	<p>To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Spring. To know and compare habitats.</p>	<p>To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Summer. Name and talk about man-made features in the local environment, including shops, houses, streets and parks. To know there are many countries around the world. To know about the features of the world – forests, rainforests, jungles, deserts and oceans.</p>
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<p>Technology</p>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.</p> <p>To login to PurpleMash/ press icons to open programmes on the computer.</p>	<p>To learn about e-safety.</p> <p>To use the ipads, changing games and programmes.</p> <p>To draw pictures on the ipads and be able to select colours.</p>	<p>To draw pictures on the IWB and be able to select colours and change pen size.</p> <p>To learn about e-safety.</p>	<p>To use the IWB, changing games and programmes.</p>	<p>To explore how the Beebots work.</p> <p>Use the Purple Mash page on my device at school and at home. login to Purple Mash/ Mini Mash in school.</p> <p>Save my work in my own tray.</p> <p>Find and complete 2Do's that my teacher has set for me.</p>	<p>To give reasons why we need to stay safe online</p>
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Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with Materials</p>	<p>To name colours.</p> <p>To create simple representations of people and objects.</p> <p>To explore different techniques for joining materials.</p> <p>To draw and colour with pencils and crayons.</p> <p>Use primary and other coloured paint and a range of methods of application.</p> <p>To experiment with colouring mixing.</p> <p>To use colours for a particular purpose.</p>		<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore a range of materials.</p> <p>To continue to explore joining techniques for a range of materials.</p> <p>To use collage materials and different textures.</p> <p>To use some cooking techniques.</p>		<p>To use materials to explore sculpture.</p> <p>To be able to identify texture, shape and colour.</p> <p>To experiment with printing techniques.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p> <p>To design and make models with a purpose.</p> <p>To use natural objects to make a piece of art</p>	

	<p>Create art in different ways on a theme, to express their ideas and feelings.</p>	<p>Create art in different ways on a theme, to express their ideas and feelings.</p>	<p>Create art in different ways on a theme, to express their ideas and feelings.</p>
<p>Being Imaginative and Expressive</p>	<p>To experiment with different instruments and their sounds. Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. To talk about whether they like/dislike a piece of music. To use costumes, songs and resources to create a Christmas play.</p> <p>Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.</p>	<p>To join in with whole school singing assemblies. To create musical patterns using un-tuned instruments. To know that we can move with the pulse of the music To move in time to music and learn dance routines. To act out well-known stories. To create musical patterns using body percussion.</p>	<p>To join in with whole school singing assemblies.</p> <p>To create musical patterns using un-tuned instruments. To know that we can move with the pulse of the music To move in time to music and learn dance routines. To act out well-known stories. To create musical patterns using body percussion.</p>