



Reception – Progression of Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Topics	<u>All About Me</u>	<u>Celebrations</u>	<u>Wonderful Winter</u>	<u>Let's Grow</u>	<u>Once Upon a Time</u>	<u>On the Beach</u>
Weekly Themes	Marvellous Me My Pets Houses & Homes People Who Help Us	Autumn Toys Christmas The Nativity	Winter Polar Regions Keeping Healthy Chinese New Year	Animals Mini-beasts Plants Farming & Harvest	Fairy & Traditional Tales Space & Aliens Superheroes Dinosaurs	The Seaside Sea Creatures Pirates and Mermaids Summer Transport and Travel Holidays Moving On
Prime Areas of Learning						
Communication and Language	*I will listen and engage with a story, answer comprehensive questions, join in with phrases from a story, ask 'wh' questions and use new vocabulary linked to a story. (during weekly Read Write Inc, topic and Literacy story time sessions)					
	*I understand the importance of listening to others at carpet time. *I can talk about my hobbies and interests. *I develop social phrases. *I can listen carefully to rhymes and songs, paying attention to how they sound.	*I can describe events in some detail. *I can listen to and talk about stories to build familiarity and understanding.	*I can retell a familiar story. *I can engage in non-fiction books *I can learn rhymes, poems and songs.	*I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *I can connect one idea or action to another using a range of connectives.	*I can articulate ideas using well-formed sentences. *I can use new vocabulary in different contexts. *I use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.	
Communication and Language (ELG)	Listening, attention and understanding: *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					



Personal, Social and Emotional Development	*I can identify, express and begin to regulate my emotions.					
	*I can manage my own needs (personal hygiene). *I see myself as a valuable individual.	*I can build constructive and respectful relationships. *I know and can talk about the importance of a good sleep routine. *I know and can talk about being a safe pedestrian.	*I know and can talk about the importance of healthy eating. *I know and can talk about the importance of brushing my teeth. *I know and can talk about the importance of sensible amount of 'screen time'.	*I consider the feelings of others.	*I know and can talk about the importance of regular physical activity.	*I can think about the perspective of others. *I can show resilience and perseverance in the face of a challenge.
Personal, Social and Emotional Development (ELG)	Self-Regulation *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships *Work and play cooperatively and take turns with others. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs.					
Physical Development	*I have developed my fine motor skills safely and confidently (using pencils, paintbrushes for drawing and writing, scissors, cutlery).					
	<u>Gymnastics:</u> Jumping Jacks Unit *I have developed skills to manage the school day (lining up, queuing and meal times). *I can use my core muscle to achieve good posture when sitting on the floor and table.	<u>Dance:</u> Dance until you Drop Unit *I can revise and refine fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).	<u>Games:</u> The Olympics Unit *I can use a knife, fork and spoon correctly. *I can confidently and safely use a range of large and small apparatus.	<u>Gymnastics:</u> Gym in the Jungle Unit *I can combine different movements with ease and fluency.	<u>Dance:</u> Dinosaurs Unit *I progress towards a fluent style of moving, with control and grace. *I have a range of ball skills (throwing, catching, kicking, passing, batting and aiming).	<u>Games:</u> Best of Balls Unit *I have developed the foundations of handwriting. *I have confidence, competence and accuracy when engaging in activities that involve a ball. *I have developed overall body strength, co-ordination, balance and agility needed to participate in future physical education sessions. *I have developed overall body-strength, balance, co-ordination and agility.
Physical	Gross Motor Skills:					



Development (ELG)	*Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills: *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paintbrushes and cutlery. *Begin to show accuracy and care when drawing									
Specific Areas of Learning										
Literacy	*I can listen and understand what is being read to me and retell stories and narratives. *I can read and write sounds linked to my phonetic ability. <table><tr><td> *I can make meaningful marks. *I can read individual letters by saying the sounds for them. *I can hold a pencil correctly. *I can recognise and write my name. </td><td> *I can read some letter groups that each represent one sound and say sounds for them. </td><td> *I can blend sounds into words, to read short words made up of known letter-sound correspondence. *I can write sounds in line with my phonetic knowledge. </td><td> *I can read a few common exception words. *I can write sounds linked to my phonetic ability. </td><td> *I can write short sentences with words with known letter-sound correspondence using capital letter and full stop. *I can re-read what I have written to check that it makes sense, *I can read simple phrases and sentences made up of words with known letter-sound correspondence and a few exception words. *I can spell words by identifying the sounds and then writing the sound with letters in. *I form lower case and capital letters correctly. *I can re-read books to build up my confidence in word reading, fluency, understanding and enjoyment. </td></tr></table>					*I can make meaningful marks. *I can read individual letters by saying the sounds for them. *I can hold a pencil correctly. *I can recognise and write my name.	*I can read some letter groups that each represent one sound and say sounds for them.	*I can blend sounds into words, to read short words made up of known letter-sound correspondence. *I can write sounds in line with my phonetic knowledge.	*I can read a few common exception words. *I can write sounds linked to my phonetic ability.	*I can write short sentences with words with known letter-sound correspondence using capital letter and full stop. *I can re-read what I have written to check that it makes sense, *I can read simple phrases and sentences made up of words with known letter-sound correspondence and a few exception words. *I can spell words by identifying the sounds and then writing the sound with letters in. *I form lower case and capital letters correctly. *I can re-read books to build up my confidence in word reading, fluency, understanding and enjoyment.
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Literacy (ELG)	Comprehension *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate (where appropriate) key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading *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. Writing *Write recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing the sounds with a letter or letters. *Write simple phrases and sentences that can be read by others.									



Maths	*I can count to objects, actions and sounds up to 10. *I can count beyond 10. *I can continue, copy and create repeating patterns.	*I can link the number symbol with its cardinal number value. *I can subitise to 5.	*I can compare numbers. *I understand the 'one more and one less than' relationship between consecutive numbers. *I can explore the composition of numbers to 10.	*I can select, rotate and manipulate shapes to develop spatial reasoning skills. *I can compose and decompose shapes.	*I can compare length. *I can compare weight. *I can compare capacity.	*I can automatically recall number bonds for numbers 0-5 and some to 10. *I can identify odd and even numbers. *I can identify 'double' numbers.
Maths (ELG)	Number *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. Numerical Patterns *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					
Understanding of the World	*I can talk about members of my immediate family and community. *I can name and describe people who are familiar. *I can draw information from a simple map (my local community). *I recognise that people have different beliefs and celebrate special times in different ways (Diwali).	*I understand the effect of changing seasons on the natural world around me (Autumn). *I can comment on images from the past (toys from the past). *I understand that some places are special to members of my community (Christmas). *I recognise that people have different beliefs and celebrate special times in different ways (Christmas and Hanukah).	*I understand the effect of changing seasons on the natural world around me (Winter). *I can explore the natural world around me (polar regions). *I can recognise some similarities and differences between life in this country and life in other countries (polar regions). *I recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year).	*I understand the effect of changing seasons on the natural world around me (Spring). *I can explore the natural world around me (animals, gardening and farming). *I will describe what I can see, hear and feel whilst outside. *I recognise that people have different beliefs and celebrate special times in different ways (Easter and Eid). *I can recognise some similarities and differences between life in this country and life in other countries (Kenya).	*I can compare and contrast characters from stories. *I can recognise some environments that are different to the one in which I live in (different planets). *I recognise that people have different beliefs and celebrate special times in different ways (Eid). *I can comment on images from the past (dinosaurs).	*I understand the effect of changing seasons on the natural world around them (Summer). *I can explore the natural world around me (the seaside). *I can comment on images from the past (transport from the past).
Understanding of the World (ELG)	Past and Present *Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities					



	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *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. *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. The Natural World *Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Expressive Arts and Design	*I will engage in music making and dance, performing solo or in groups. *I can develop storylines in my pretend play.	*I will sing in a group or on their own, increasingly matching the pitch and following the melody. *I can listen attentively, move to and talk about music, expressing my feelings and responses.	*I can explore artistic effect in my work. *I can listen attentively, move to and talk about dance and performance art, expressing my feelings and responses.	*I can use and refine a variety of artistic effects to express my ideas and feelings.	*I can return to and build on my previous learning, refining ideas and developing my ability to represent them.	*I can create collaboratively, sharing ideas, resources and skills.
Expressive Art and Design (ELG)	Creating with Materials *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used. *Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive *Invent, adapt and recount narratives and stories with peers and their teacher. *Sing a range of well-known nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					