Reception

Progression of Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Marvellous Me! Autumn  	Out of this world 	Our wonderful world  Winter 	Ready, Steady, Grow Spring 	Under the Sea 	Starry Nights  Summer 
Festivals and Celebrations		Christmas Bonfire night Remembrance Day	Valentine's Day Chinese New Year	Easter Eid		
Enrichment Activities	Buddy system with older children	Nativity Performance Pantomime Christmas Jumper/Dinner Day		Growing flowers (sunflowers) Visit from the local pastor for Easter	Blue Planet Aquarium Trip Visit to a local church	Transition activities
Communication and Language  Communication and Language is developed throughout the	***Listening, Attention and Understanding*** Children will be able to understand how to listen carefully and know why it is important. ***Speaking***	***Listening, Attention and Understanding*** Children will begin to understand how and why questions. ***Speaking*** Children will use new vocabulary throughout the day.	***Listening, Attention and Understanding*** Children will learn to ask questions to find out more. ***Speaking*** Children will talk in sentences using	***Listening, Attention and Understanding*** Children will retell a story and follow a story without pictures or props. ***Speaking*** Children will engage in non-fiction books and to	***Listening, Attention and Understanding*** Children will be able to understand a question such as who, what, where, when, why and how. ***Speaking***	***Listening, Attention and Understanding*** Children will be able to have conversations with adults and peers with back-and-forth exchanges. ***Speaking***

year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions Helicopter Stories.	Children will talk in front of small groups and their teacher offering their own ideas in full sentences.		conjunctions, e.g. and, because.	use new vocabulary in different contexts.	Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Children will use talk in sentences using a range of tenses.
	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 Children develop their personal, social and emotional skills throughout the year through	***Self-Regulation*** Children will recognise and name different emotions. Children will focus during short whole class activities. ***Managing Self*** Children will learn to wash their hands independently.	***Self-Regulation*** Children will talk about how they are feeling and consider others feelings. ***Managing Self*** Children will understand the need to have rules. Children will be able to develop independence when dressing.	***Self-Regulation*** Children will be able to focus during longer whole class lessons. ***Managing Self*** Children will be able to dress themselves independently. ***Building Relationships*** Children will be able to use taught strategies	***Self-Regulation*** Children will identify and moderate their own feelings socially and emotionally. ***Managing Self*** Children will manage their own basic needs independently. ***Building Relationships***	***Self-Regulation*** Children will be able to control their emotions using a range of techniques. ***Managing Self*** Children will begin to show resilience and perseverance in the face of a challenge.	***Self-Regulation*** Children will be able to follow instructions of three steps or more. ***Managing Self*** Children will show a 'can do' attitude. ***Building Relationships*** Children will have the confidence to communicate with

'Think Equal' sessions, circle times, social stories, diversity stories etc.	Children will learn about why brushing your teeth and eating healthily is so important. ***Building Relationships*** Children will seek support from adults and gain confidence to speak to peers and adults. Children will be kind to others.	***Building Relationships*** Children will begin to develop friendships.	to support in turn taking.	Children will listen to the ideas of other children and agree on a solution and compromise.	***Building Relationships*** Children will learn to work as a group.	adults around the school. Children will be able to solve a conflict with minimal adult support.
	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. ***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 	***Gross Motor***	***Gross Motor*** Children will explore different	***Gross Motor***	***Gross Motor***	***Gross Motor*** Children will move safely with confidence and	***Gross Motor*** Children will be able to play by the rules

 Children improve their gross and fine motor skills daily by engaging in different activities including balance bike sessions, Funky Fingers (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco and handwriting sessions.	Children will learn to move safely in a space. ***Fine Motor*** Children will begin to use a tripod grip when using mark making tools.	ways to travel using equipment. ***Fine Motor*** Children will accurately draw lines, circles and shapes to draw pictures.	Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. ***Fine Motor*** Children will handle scissors, pencil and glue effectively.	Children will jump and land safely from a height. ***Fine Motor*** Children will use cutlery appropriately.	imagination, communicating ideas through movement. ***Fine Motor*** Children will hold scissors correctly and cut out small shapes.	and develop coordination. ***Fine Motor*** Children will form letters correctly using a tripod grip.
	Gross Motor: 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:*** 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
Literacy  Children develop their literacy skills through daily phonics sessions following the 'Read, Write, Inc' programme	***Comprehension*** Children will independently look at a book, hold it the correct way and turn pages. ***Word Reading*** Children will know the first 16 letter sounds and be able to orally blend.	***Comprehension*** Children will engage and enjoy an increasing range of books. ***Word Reading*** Children will be able to read all the letter sounds and begin to read words and captions.	***Comprehension*** Children will act out stories using recently introduced vocabulary. ***Word Reading*** Children will be able to read simple sentences. ***Writing***	***Comprehension*** Children will be able to talk about the characters in the books they are reading. ***Word Reading*** Children will be able to read sentences	***Comprehension*** Children will retell a story using vocabulary influenced by their book. ***Word Reading*** Children will read longer sentences which include tricky words.	***Comprehension*** Children will be able to answer questions about what they have read. ***Word Reading*** Children will read books matched to their phonics ability reading some words from sight.

as well as daily literacy lessons, high quality story times and individual reading with an adult.	***Writing*** Children will give meanings to the marks they make.	***Writing*** Children will hear and write the initial sounds in words.	Children will write labels representing the sounds with a letter/letters.	containing digraphs. ***Writing*** Children will write phrases representing the sounds with a letter/letters.	***Writing*** Children will write simple sentences that can be read by others.	***Writing*** Children will write longer sentences which include conjunctions.
	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.					
Mathematics  Children develop their mathematical skills through daily maths lessons following	***Number*** Children will have a deep understanding of 1-3. ***Numerical Patterns*** Children will verbally say which group has more or less.	***Number*** Children will have a deep understanding of numbers 1-5. ***Numerical Patterns*** Children will compare equal and unequal groups.	***Number*** Children will have a deep understanding of numbers 1-8. ***Numerical Patterns*** Children will understand and explore the difference between odd and even numbers.	***Number*** Children will have a deep understanding of numbers 1-10. ***Numerical Patterns*** Children will add and subtract using number sentences.	***Number*** Children will revise number bonds to 5. ***Numerical Patterns*** Children will share quantities equally.	***Number*** Children will know number bonds to 10, including doubling facts. ***Numerical Patterns*** Children will be able to count beyond 20 and higher.

the White Rose curriculum and through our Maths Passport which focuses on fluency in number and numerical patterns.	***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 the World  Children develop their understanding of the world through taught topic sessions and RE lessons. The children go on trips and we have a range of visitors into school to support this. As well as this we ensure we celebrate different	***History:*** *Past and Present* Children will be able to order key events from their own life and know similarities and differences between life when their grandparents were little and now. ***Geography:*** *People, Culture and Communities* Children will know about features of their own immediate environment. ***Science:*** *The Natural World*	***History:*** *Past and Present* Children will know that the moon landing happened in the past, before they were born. ***Geography:*** *People, Culture and Communities* Children will know that there are other planets in our solar system and that we live on Earth. ***Science:*** *The Natural World* Children will explore and ask questions about the natural world	***History:*** *Past and Present* ***Geography:*** *People, Culture and Communities* Children will know that there are different countries in the world and be able to name some similarities and differences between England and Kenya. ***Science:*** *The Natural World* Children will learn about different environments	***History:*** *Past and Present* Children know that in the past farmers used to use horses and carts and now they use tractors. ***Geography:*** *People, Culture and Communities* Children will know why farmers are important. ***Science:*** *The Natural World* Children will make observations about plants and learn how plants grow.	***History:*** *Past and Present* Children will know that the first submarine was built a long time before they were born. ***Geography:*** *People, Culture and Communities* Children will know that there are different oceans in the world. ***Science:*** *The Natural World* Children will make observations about under the sea creatures	***History:*** *Past and Present* Children will know about the lives of people around them and that some people work at night. ***Geography:*** *People, Culture and Communities* ***Science:*** *The Natural World* Children will learn about shadows and how they are made and also make observations of

festivals throughout the year that are pertinent to our children e.g. Chinese New Year.	Children will understand the terms 'same' and 'different'. Children will know what happens to the leaves in Autumn. ***RE:*** *People, Culture and Communities* Children will know that there are different religions in this country. (Muslims and Christians) Children will know that the bible is a special book for Christians and the Qur'an is a special book for Muslims.	around them. ***RE:*** *People, Culture and Communities* Children will know that there are different religions in this country. (Hindus and Christians) Children will know why Diwali is special to Hindus and why Christmas is special to Christians.	(woodland/grasslands) and which animals live there. ***RE:*** *People, Culture and Communities* Children will know that there are different religions in this country. (Muslims and Christians) Children will know that Christians believed that God created the world and Muslims believed Allah created the world.	***RE:*** *People, Culture and Communities* Children will know that there are different religions in this country. (Muslims and Christians) Children will know why Jesus is special to Christians and Prophet Mohammed is special to Muslims. Children will know why Christians celebrate Easter. Children will know how Easter Day is different to Good Friday.	discussing similarities and differences. ***RE:*** *People, Culture and Communities* Children will know that there are different religions in this country (Muslims and Christians) Children will know why the church is a special place for Christians and that the mosque is a special place for Muslims.	animals focusing on nocturnal animals. ***RE:*** *People, Culture and Communities* Children will know that there are different religions in this country (Muslims and Christians) Children will know that a star represents Muslims and a cross represents Christianity. Children will know how a baby is welcomed into the world in Christianity.
	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  Children develop their expressive art and design skills through continuous provision by accessing the junk modelling, malleable and painting areas.	***Music:*** *Being Imaginative* Children will sing and perform nursery rhymes. ***Art & Design:*** *Creating with Materials* Children will experiment with a range of mark making materials (pencils, chalk, pastels, markers etc) Children will draw a portrait with features.	***Music:*** *Being Imaginative* Children will learn and perform poems and songs (Helicopter poems and Nativity Songs) ***D&T:*** *Creating with Materials* Children will safely explore different techniques for joining materials.	***Music:*** *Being Imaginative* Children will move in time to music. ***Art & Design:*** *Creating with Materials* Children will experiment with different textures. Children will experiment mixing with colours.	***Music:*** *Being Imaginative* Children will learn and perform poems and songs (Helicopter Poems) ***Art & Design:*** *Creating with Materials* Children will make props and costumes for different role play scenarios. **D&T:** *Food* Children will learn to chop and peel fruits and vegetables safely.	***Music:*** *Being Imaginative* Children will play an instrument following a musical pattern. ***Art & Design:*** *Creating with Materials* Children will explore and use a variety of artistic effects to express their ideas and feelings. ***D&T:*** *Creating with Materials* Children to join materials independently to	***Music:*** *Being Imaginative* Children will learn and perform poems and songs (Helicopter Poems) ***Art & Design:*** *Creating with Materials* Children will share creations, talk about process and evaluate their work. Children will use junk modelling materials to create simple sculptures.

They also have taught music sessions and we follow the talk for writing structure which allows the children to perform stories and poems.					create lifts and flaps.	
	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:*** 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.					