

Reception Skills Progression

Progression of Communication and Language							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	<p>To be able to follow simple instructions</p> <p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To listen to stories</p> <p>To listen to rhymes and songs</p>	<p>To respond to two-step instructions</p> <p>To engage in story times and join in with repeated phrases during 'Favourite five story time'</p> <p>To begin to respond to how and why questions</p>	<p>To understand new vocabulary</p> <p>To ask questions to find out more</p> <p>To understand a range of complex sentence structures</p>	<p>To follow a story without looking at pictures</p> <p>To retell a story with support</p> <p>To be able to follow complex instructions</p>	<p>To retell a story independently</p> <p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>*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.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
Speaking	<p>To talk to a familiar adult</p> <p>To learn new vocabulary</p> <p>To talk in front of a small group of peers</p> <p>To participate in show and tell</p>	<p>To answer questions during whole-class discussions</p> <p>To use new vocabulary throughout the day</p> <p>To talk in sentences</p>	<p>To talk to adults outside of the classroom</p> <p>To use social phrases</p> <p>To begin to use conjunctions when speaking</p> <p>To ask specific questions in show and tell</p>	<p>To use new vocabulary in different contexts</p> <p>To share their work to the class</p> <p>To engage in non-fiction books</p>	<p>To speak in the correct tense</p> <p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults and children around the school</p> <p>To describe events in great detail</p> <p>To talk about why things happen</p> <p>To talk in well-formed 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> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>*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</p>
Progression of Personal, Social and Emotional Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	<p>To know a range of emotions</p> <p>To follow one-step instructions</p>	<p>To use their words to talk about how they are feeling</p> <p>To begin to consider the feelings of others</p>	<p>To adapt behaviour to a range of situations</p> <p>To focus during longer whole-class inputs</p>	<p>To consider the feelings and needs of others</p> <p>To set a target or goal to improve upon</p>	<p>To know how to control their emotions</p> <p>To set a target and reflect on progress throughout</p>	<p>To follow instructions of three steps or more</p> <p>To focus during extended whole class teaching</p>	<p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>

	To be able to recognise how people show emotions To sit on the carpet for whole-class inputs	To focus during short whole-class inputs To focus during 1-1 and group work activities To sit throughout an assembly	To follow two-step instructions	To identify and moderate their own feelings socially and emotionally			*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	To put coat on independently To use the toilet and wash hands independently To explore different areas in the provision with support To follow and understand the 'golden rules'	To have confidence to try new activities To explore different areas in the provision independently To put shoes and socks on independently To brush teeth independently	To begin to show resilience when faced with a challenge To practise doing buttons To do up a zip	To show resilience and perseverance when faced with a challenge To understand healthy eating To begin to understand privacy	To identify and name healthy foods To manage own basic needs independently To get changed for P.E with support To discuss P.A.N.T.S	To show a 'can do' attitude To understand the importance of healthy food choices To get changed for P.E independently To be able to confidently talk about P.A.N.T.S	*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	To develop the confidence to speak to familiar adults in the classroom To speak to peers To seek support of adults when needed To know a safe place	To have positive relationships with adults in the classroom To play with children who are playing with the same activity To begin to develop friendships	To take turns when playing a game To begin to work as a group with support To comfort someone when they are upset	To play with children outside of the classroom during playtimes To listen to the ideas of other children and agree on a solution and compromise	To develop relationships with other adults outside of the classroom To work as a group	To have confidence to communicate with adults around the school To have strong friendships	*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
Progression of Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	To follow instructions To work on simple tasks independently To move safely in a space To stop safely	To balance To run and stop To change direction To hop	To perform a movement with control To move confidently in different ways To develop accuracy when throwing to a target	To balance and safely use apparatus To create short sequences using shapes, balances and travelling actions	To move with control and coordination, expressing ideas through movement To use counting to help to stay in time with the music when copying and creating actions	To sprint with control To run at a steady, gentle pace To work as a team cooperatively	*Negotiate space and obstacles safely, with consideration for themselves and others *Demonstrate strength, balance and coordination when playing

	<p>To work cooperatively with a partner</p> <p>To balance</p> <p>To work sensibly with others</p> <p>To jump and land</p>	<p>To roll and track a ball</p> <p>To explore different ways to travel using equipment</p> <p>To explore different movements</p>	<p>To dribble using hands</p> <p>To throw and catch with a partner</p>	<p>To jump and land safely from a height</p> <p>To explore travelling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To move with control and coordination, copying, linking and repeating actions</p>	<p>To work as a team in a relay race</p>	<p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
Fine Motor Skills	<p>To begin to use a tripod grip</p> <p>To use a dominant hand</p> <p>To begin to write taught letters using correct formation</p> <p>To hold scissors correctly and make snips in paper</p> <p>To use tweezers</p> <p>To thread large objects</p> <p>To use large peg boards</p> <p>To hold a fork and spoon correctly</p>	<p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To hold and use a knife correctly</p> <p>To hold scissors correctly and cut along a straight and zig zagged lines</p> <p>To write taught letters using correct formation</p> <p>To use big paint brushes</p>	<p>To hold scissors correctly and cut along a curved line</p> <p>To thread small objects</p> <p>To use small peg boards</p> <p>To sit letters on a line</p> <p>To begin to control the size of letters</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To use thinner paint brushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>*Begin to show accuracy and care when drawing</p>

Progression of Literacy

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	<p>To independently look at books</p> <p>To hold books the correct way and turn pages correctly</p> <p>To sequence a familiar story</p> <p>To understand books should be read from left to right</p> <p>To listen to a story</p>	<p>To engage in story times and join in with repeated phrases during 'Favourite five story time'</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy a range of books including fiction, non-fiction, poems and rhymes</p> <p>To understand the WOW words identified from stories</p>	<p>To begin to answer questions about what they have read</p> <p>To act out stories</p> <p>To predict what may happen next in a story</p> <p>To sequence a story independently</p> <p>To talk about how characters might be feeling in a story that has been read to them</p>	<p>To retell a story</p> <p>To talk about the characters in the books they are reading</p> <p>To suggest how a story might end</p> <p>To begin to read with expression</p>	<p>To talk about how characters might be feeling in the books they are reading</p> <p>To use vocabulary that is used in the book they are reading</p> <p>To use the WOW words identified from stories we have been reading</p> <p>To begin to hot seat characters</p>	<p>To confidently answer questions about what they have read</p> <p>To independently talk about the characters in the book they are reading</p> <p>To know that information can be retrieved from books</p> <p>To read with expression</p>	<p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>*Anticipate – where appropriate – key events in stories</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>

Word Reading	<p>To recognise their name</p> <p>To recognise Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l)</p> <p>To recognise Phase 2 Tricky Words (is l the)</p> <p>To orally blend</p> <p>To begin to blend sounds together to read words using the taught sounds</p> <p>To begin to read books matching their phonics ability</p>	<p>To recognise Phase 2 sounds (ff ll ss j v w x y z zz qu ch sh th ng nk)</p> <p>To recognise Phase 2 Tricky Words (put pull full as and has his her go no to into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read books matching their phonics ability with support</p>	<p>To recognise Phase 3 sounds (ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise Phase 3 Tricky Words (was you they my by all are sure pure)</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words</p> <p>To independently read books matching their phonics ability</p>	<p>To recognise Phase 2 and 3 sounds</p> <p>To recognise all taught Phase 2 and 3 Tricky Words</p> <p>To read longer words including those with double letters</p> <p>To read words with s and s/z/ at the end</p> <p>To independently read books matching their phonics ability</p>	<p>To recognise Phase 2 and 3 sounds</p> <p>To recognise Phase 4 Tricky Words (said so have like some come love do were here little says there when what one out today)</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)</p> <p>To independently read books matching their phonics ability</p>	<p>To recognise Phase 2 and 3 sounds</p> <p>To recognise all taught Phase 2, 3 and 4 Tricky Words</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est)</p> <p>To confidently read books matching their phonics ability</p>	<p>*Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>*Read words consistent with their phonic knowledge by sound-blending</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>
Writing	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To write initial sounds</p> <p>To copy taught letters</p> <p>To begin to write CVC words</p>	<p>To independently write their name</p> <p>To use the correct letter formation</p> <p>To begin to write words, labels and captions</p> <p>To understand that sentences start with a capital letter and end with a full stop</p>	<p>To begin to write sentences using fingers spaces</p> <p>To begin to spell words independently and phonetically</p> <p>To begin to spell some taught tricky words correctly</p>	<p>To form lowercase letters correctly</p> <p>To begin to form capital letters correctly</p> <p>To spell words independently and phonetically</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To begin to use a full stop at the end of a sentence</p> <p>To use finger spaces when writing a sentence</p> <p>To begin to read their work back</p>	<p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell most tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p>*Write recognisable letters, most of which are correctly formed</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>*Write simple phrases and sentences that can be read by others</p>
Progression of Mathematics							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	<p>To recognise numbers 1-3</p> <p>To begin to subitise</p> <p>To become familiar with concrete resources</p>	<p>To recognise numbers 1-5</p> <p>To represent numbers 1-5</p> <p>To explore the composition of numbers 1-3</p> <p>To begin to subitise to 5</p>	<p>To develop an understanding of 0</p> <p>To recognise numbers 0-8</p> <p>To explore the composition of 4, 5, 6, 7 and 8</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p>	<p>To recognise numbers to 20</p> <p>To compose numbers beyond 10</p> <p>To revise number bonds to 10</p>	<p>To share and group numbers</p> <p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p>	<p>*Have a deep understanding of number to 10, including the composition of each number</p> <p>*Subitise (recognise quantities without counting) up to 5</p>

		To find one more of numbers to 5 To find one less of numbers to 5 To begin to match numeral to quantity	To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To match numeral to quantity	To find one more of numbers to 10 To find one less of numbers to 10	To match the number to quantity To subitise to 10	To know addition and subtraction facts to 10 To confidently subitise	*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	To match and sort groups To begin to compare amounts To say which group has more To say which group has less To count to 5	To compare quantities to 3 To recognise when a group has the same, more or less To count to 10 To begin to use 1-1 correspondence	To compare quantities to 8 To count to 15 To count objects to 10 To begin to understand the different between odd and even numbers To combine two groups of objects	To compare quantities to 10 To count to 20 To explore odd and even numbers To order numbers to 10 To take away objects and count how many are left	To count to 25 To understand counting patterns beyond 10 To add numbers To subtract numbers To order numbers to 20	To count to 30 and beginning to count higher (100) To know odd numbers up to 10 To know even numbers up to 10 To double numbers up to 10 To find half of numbers up to 10	*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
Progression of Understanding the World							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	To know own life-story To understand changes from a baby to now To talk about the lives of the people around us To understand the role of the emergency services	To know about figures from the past (Neil Armstrong and Tim Peake - Cycle A) To understand how transport has changed over time (Cycle B) To talk about own experiences (Christmas)	To know traditional tales (Cycle A) To know about figures from the past (Mary Anning - Cycle B) To know dinosaur names (Cycle B) To begin to explore technology	To discuss own experiences of Easter To draw knowledge from Easter stories to talk about different traditions	To know about the past through settings, characters and events encountered in books read in class and storytelling To understand how technology has changed over time (Cycle A)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Cycle A and Cycle B) To be able to talk about pirates (Cycle A)	*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	To know about family structures and talk about who is part of their family To use the correct names to identify who is in their family	To know about features of the immediate environment To know the name of the village the school is in	To talk about Chinese New Year To know about people who help us within the local community To understand why God is important to Christians	To know that Christians celebrate Easter To talk about different traditions To discuss Shrove Tuesday	To talk about other languages To recognise different special places	To know that people in other countries may speak different languages To know that simple symbols are used to identify features on a map	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *Know some similarities and differences between

	To identify similarities and differences between themselves and peers To know that there are many countries around the world	To use the correct terminology to describe different types of houses To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To talk about why Christmas is special to Christians	To recognise that there are different religions all around the world			To discuss special stories (Bible)	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	To ask questions about the natural environment To respect and care for the natural environments To begin to use the correct names for different types of animals To know the names for different body parts.	To know about and recognise the signs of Autumn To know about features of the world and Earth To know some important processes and changes in the natural world including states of matter (freezing) To begin to describe different materials	To know about and recognise the signs of Winter To know the different between herbivores and carnivores (Cycle B) To describe a range of materials	To know about and recognise the signs of Spring To plant seeds To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about life-cycles of plants and animals (Cycle B)	To confidently use the correct names for different types of animals (Cycle A) To learn about life-cycles of plants and animals (Cycle A) To know that some animals are nocturnal To know about different habitats To know the different between herbivores and carnivores (Cycle A)	To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	*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

Progression of Expressive Arts and Design

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	To name colours To experiment with mixing colours To draw and colour with pencils and crayons To explore different techniques for joining materials (Glue Stick) To begin to use different construction materials	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To make use of props during role play To understand recycled materials can be used for another purpose	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To become familiar with using clay	To use natural objects to make a piece of art To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)	To know which prime colours you mix together to make secondary colours To plan what they are going to make To draw more detailed pictures of people and objects To create observational drawings	To know some similarities and differences between materials To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary	*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.

<p>Being Imaginative and Expressive</p>	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p>	<p>To join in with rhyme time</p> <p>To begin to build up a repertoire of songs</p> <p>To find the pulse in a piece of music</p> <p>To talk about the melody</p> <p>To sing in the Christmas Play</p>	<p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>To move in time to music</p> <p>To recognise pitch in a piece of music</p>	<p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> <p>To create a whole class poem (Pancakes)</p>	<p>To act out well known stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p> <p>To copy and create different rhythms</p>	<p>To listen to poems and create their own</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p>	<p>*Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>*Sing a range of well-known nursery rhymes and songs</p> <p>*Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
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