



Reception progression document

Reception Skill progression 2022-2023

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	What makes us special? 	What times are special? 	Where is it cold? 	Can you tell me a story? 	What can grow and change? 	What makes my world special? 
Communication and Language	Understand and answer why questions. Sing a large repertoire of songs and rhymes. Talk about familiar books and retell a long story. Develop conversation skills and organise themselves and their play. Understand how to listen carefully and why listening is important.	Describe events in some detail. Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books and can identify between a fiction and non-fiction book. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Begin to engage in non-fiction books and understand some of the different features. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen Connect one idea or action to another using a range of connectives. Engage in non-fiction books.	Engage in non-fiction books and can identify between a fiction and non-fiction book. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Learn new vocabulary. Use new vocabulary through the day

					Listen to and talk about stories to build familiarity and understanding.	Ask questions to find out more and to check they understand what has been said to them
	<i>Statements addressed across the whole year</i> Learn new vocabulary. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in storytimes. Ask questions to find out more and check they understand what has been said to them. Articulate their ideas in well-formed sentences. Connect one idea or action using a range of sentences. Develop social phrases. Use new vocabulary through the day. Learn rhymes, poems, and songs. Listen to and talk about selected stories to build familiarity and understanding. Engage in non- fiction books. Listen and talk about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary.					
<u>Personal, Social and Emotional Development</u>	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Talk about their feelings and being to understand how others might be feeling. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs.			
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
<u>Physical Development</u>	<u>Ball skills</u> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	<u>Gymnastics</u> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	<u>Football</u> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.			

Start taking part in some group activities which they make up for themselves, or in teams.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop overall body-strength, balance, co-ordination and agility.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop overall body-strength, balance, co-ordination and agility.

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups

Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Targets						
	- Can accurately throw a ball underarm with a bounce to another child. - Can catch a ball from a bounce. - Can catch a ball from a bounce and return it with a bounce accurately to another child		- Demonstrate basic jump and landing techniques. - Demonstrate solo balances and matching balances with a partner. - Demonstrate a basic sequence.		- Can pass a ball to a non-moving child with feet. - Can travel in different directions with a ball at their feet. - Can react with their body anticipating the direction of the ball to intercept.	
	<i>Statements addressed across the whole year</i> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and outdoor learning activities. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day. Know and talk about different factors that support their overall health and wellbeing.					
Literacy	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. Read some letter groups that each represent one sound	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Begin to form some capital letters correctly. Write short sentences with words with known letter-sound correspondences using a full stop. Re-read what they have written to check that it makes sense.	Form some capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

	pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	and say sounds for them.	and then writing the sound with letter/s. Re-read what they have written to check that it makes sense.	Form lower-case letters correctly With support, begin to write short sentences. Re-read what they have written to check that it makes sense.		
Phonics	To learn to recognise phoneme to grapheme correspondence for Phase 2 sounds. To use assisted blending to read CVC words.	To confidently recognise most Phase 2 sounds. To begin to blend CVC words independently. To write some sounds I hear in words.	To confidently recognise all Phase 2 sounds. To recognise some Phase 3 sounds. To be able to read and write CVC words independently and some words containing digraphs.	To confidently recognise all set 1 sounds and most set 2 sounds. To be able to read words containing two or more digraphs and compound words. To be able to write some compound words. To read and write sentences containing digraphs.	To become increasingly confident in reading and writing CVCC, CCVC, CCVCC and longer words. To read and write some root words ending in: -ing, -ed, id/-est	To write simple sentences using a full stop, capital letter and finger spaces. To read and write compound words and phase 3 words. To read sentences containing Phase 4 words.

Mathematics



Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern) Continue, copy and create repeating patterns. (AB and ABB patterns).

Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

Link the number symbol (numeral) with its cardinal number value.

Compare numbers.

Understand the one more than relationship between consecutive numbers.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Count objects, actions and sounds.

Compare numbers.

Count beyond 10

Explore the composition of numbers to 10

Compare length, weight and capacity.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Link the number symbol (numeral) with its cardinal number value.

To begin to write short sentences with support.

To count beyond 10

To automatically recall number bonds 0-5

Compare numbers.

Subitise.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can.

Continue, copy and create repeating patterns

To count beyond 10

Subitise

Understand the one less than relationship between consecutive numbers.

Compare numbers.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can.

Compare numbers (sharing, equal, even odd, grouping)

Select, rotate and manipulate shapes in order to develop spatial reasoning skills

Compose and decompose shapes so that children recognise a shape can

Compare numbers.

Explore the composition of numbers to 10.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Drawn information from a simple map (UW objective)

	Link numerals and amounts: for example, showing the right number Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare length, weight and capacity. Continue, copy and create repeating patterns				have other shapes within it, just as numbers can.	
	Matching and sorting, compare size and mass, patterns, represent and subitise 1, 2 and 3	Numbers 1, 2, 3, 4 and 5 One more and one less Time Circles and shapes with 3/ 4 sides Positional Language Time	Zero Comparing numbers to 5 Composition of numbers 1 more and 1 less Doubling Length and height 6,7 and 8 Odd and even Doubling Combining 2 groups	9 and 10 Comparing numbers Number bonds 3d Shapes Pattern	Numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Sharing and grouping Doubles Spatial reasoning Matching, rotating and manipulating shapes Composing and decomposing shapes	Doubling Sharing and grouping Even and odd numbers Spatial reasoning Deepening understanding

Statements addressed across the whole year

Continuous consolidation of all objectives during daily maths sessions, maths starters, interventions and provision activities.

Understanding the World

Begin to make sense of their own life-story and family's history

Show interest in different occupations.

Talk about members of their immediate family and community

Name and describe people who are familiar to them.

Understand that some places are special to members of their community

Comment on images of familiar situations in the past.

Recognise that people have different beliefs and celebrate special times in different ways.

Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons on the natural world around them.

Recognise that people have different beliefs and celebrate special times in different ways.

Understand that some places are special to members of their community

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Talk about what they see, using a wide vocabulary.

Talk about the differences between materials and changes they notice.

Explore the natural world around them.

Understand the effect of changing seasons on the natural world around them.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them

Recognise some similarities and differences between life in this country and life in other countries.

Compare and contrast characters from stories, including figures from the past.

Talk about what they see, using a wide vocabulary.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons on the natural world around them

Recognise some environments that are different to the one in which they live.

Draw information from a simple map.

Talk about the differences between materials and changes they notice.

Recognise some similarities and differences between life in this country and life in other countries.

	Talk about what they see, using a wide vocabulary.					
	Describe what they see, hear and feel whilst outside.					
	Understand the effect of changing seasons on the natural world around them.					
	<u>Statements addressed across the whole year</u> Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Explore the natural world around them. Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them.					
<u>Expressive Arts and Design</u>	Take part in pretend play and develop imaginative skills. Explore materials freely, in order to develop their ideas about how to use them and what to make. Draws with increasing complexity and detail and shows different emotions in drawings. Explore colour and colour mixing. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them Listen attentively, move to and talk about music, expressing their feelings and responses. Create collaboratively sharing ideas, resources and skills Watch and talk about dance and performance art, expressing their feelings and responses.			Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Create collaboratively sharing ideas, resources and skills	

		Explore colour and colour mixing. Shows different emotions in their drawings.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups	
		<u>Statements addressed across the whole year</u> Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources, and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.		