



## Reception Progression

### Communication and Language

	Autumn Term	Spring Term	Summer Term	Links to Curriculum content
Listening, Attention and Understanding	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in storytimes by listening carefully, retaining</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with</p>	<p><b><u>ELG Listening Attention and Understanding</u></b></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>Taught through the rich and enabling environment and continuous provision, its daily routines and adult led and child led activities.</p> <p>See Continuous Provision descriptors.</p>

	what has been heard and recalling key points.	the text; some as exact repetition and some in their own words.	<b><u>ELG Listening Attention and Understanding</u></b>	
	Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs.	Make comments about what they have heard and ask questions to clarify their understanding.	
	Engage in non-fiction books.	Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.	<b><u>ELG Listening Attention and Understanding</u></b>	
	Contributes relevant comments in discussions.	Can switch attention from one task to another.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
	Responds to a series of instructions and a range of questions.	Follows complex instructions.		
		Respond to discussions with comments and questions.		
		Is able to listen in large group or whole school activities such as assembly, recalling some of the themes and comments at a later stage.		

Speaking	<p>Use new vocabulary through the day.</p> <p>Begin to articulate their ideas and thoughts in well-formed sentences, communicating confidently with peers and adults.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Uses talks to communicate needs, news, feelings and ideas.</p> <p>Uses plurals and some tenses correctly.</p> <p>Asks questions to support their learning or understanding.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Use talk to support their imaginative play.</p>	<p><b><u>ELG Speaking</u></b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b><u>ELG Speaking</u></b></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><b><u>ELG Speaking</u></b></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>	
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## Personal and Social Development

	Autumn Term	Spring Term	Summer Term	Link to Curriculum content
<b>Self Regulation</b>	<p>Pupils can talk about how school works and their part in that.</p> <p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings</p> <p>Pupils can explain how and why we look after the Reception environment.</p>	<p>Pupils understand what they are consistently being taught from last term and this has developed and is developing. They have a wider understanding of how they fit into the team and can put into practise what has been modelled and taught explicitly to them.</p>	<p>Pupils understand what being online may look like, the different feelings they can experience online and how to identify adults who can help.</p> <p><u>ELG: Self-Regulation Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>	<p>Taught through the rich and enabling environment and continuous provision, and adult led and child led activities.</p> <p>See Continuous Provision descriptors.</p> <p>School RSHE curriculum.</p>

Managing Self	<p>Pupils can name factors that contribute to who they are (e.g. family members, gender, culture, hobbies, likes/dislikes)</p> <p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p> <p>Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.</p>	<p>Pupils can correctly name and position the body parts.</p> <p>Pupils know the importance of physical exercise for being healthy.</p> <p>Pupils know that different food and drink contains varying amounts of sugar and fat, explaining why it is important to make healthier choices. Pupils can identify healthier options and treats.</p>	<p>Pupils can explain what first aid is and why it is important.</p> <p>Pupils understand how we can earn money and what it is used for.</p> <p><u>ELG: Managing Self Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	
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<p><b>Building Relationships</b></p>	<p>Pupils know how to make friends and what a healthy/good friendship is.</p> <p>Pupils can recognise what they like and dislike and feel empowered to make real, informed choices. Pupils know what kind and unkind behaviour is and how this can affect others.</p> <p>Pupils understand the roles of the jobs of those people who help us.</p>	<p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p>	<p><u>ELG: Building Relationships</u>  <u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	
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## Physical Development

	Autumn Term	Spring Term	Summer Term	Links to Curriculum content
Gross Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- Rolling</li> <li>- Crawling</li> <li>- Walking</li> <li>- Jumping</li> <li>- Running</li> <li>- Hopping</li> <li>- Skipping</li> <li>- Climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p>	<p>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.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b><u>ELG Gross Motor Skills</u></b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><b><u>ELG Gross Motor Skills</u></b> Demonstrate strength, balance and coordination when playing.</p> <p><b><u>ELG Gross Motor Skills</u></b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Taught through the rich and enabling environment and continuous provision, and adult led and child led activities.</p> <p>See Continuous Provision descriptors.</p> <p>PE taught by coach.</p>

Fine Motor Skills	<p>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, spoons.</p> <p>Attempts to use a tripod grip with some consistency.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape clay with fingers and tools.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p> <p>Holds a pencil in a tripod grip.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</p> <p>Has developed dexterity for threading small items and manipulating small objects.</p>	<p><b><u>ELG Fine Motor Skills</u></b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b><u>ELG Fine Motor Skills</u></b> Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b><u>ELG Fine Motor Skills</u></b> Begin to show accuracy and care when drawing</p>	
Health and Self-Care	<p>Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- Lining up and queuing</li> <li>- Mealtimes</li> <li>- Personal; hygiene</li> </ul>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- Regular physical activity</li> <li>- Healthy heating</li> <li>- Tooth brushing</li> <li>- Sensible amounts of ‘screen time’</li> <li>- Having a good sleep routine</li> <li>- Being a safe pedestrian</li> </ul> <p><b>No ELG relating to Health and Self- Care</b></p>	



## Literacy

	Autumn Term	Spring Term	Summer Term	Link to Curriculum content
Word Reading	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>Spot rhymes in familiar stories and poems.</li> <li>Count or clap syllables in a word.</li> <li>Recognise words with the same initial sound.</li> </ul> <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>Can match taught graphemes and phonemes.</p> <p>Can blend and read cvc words containing taught sounds.</p> <p>Can read taught tricky words.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>Able to complete a rhyming string.</li> <li>Begin to sound buttons to identify how many sounds are in a word.</li> <li>Can supply words with the same initial sound for phase 2 single sounds.</li> </ul> <p>Recognise all taught sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p><b><u>ELG Reading</u></b> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><b><u>ELG Reading</u></b> Read words consistent with their phonic knowledge by sound-blending.</p> <p><b><u>ELG Reading</u></b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Taught through the rich and enabling environment and continuous provision, and adult led and child led activities.</p> <p>See Continuous Provision descriptors.</p> <p>Phonics for Success Scheme</p> <p>Letters and Sounds: Phases 1, 2, 3 and 4</p> <p>Jolly Phonics, Geraldine the Giraffe, Phonics Play</p>

Comprehension	<p>Has a love of stories and listens attentively to story time.</p> <p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.</p> <p>Retell or make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><b><u>ELG Comprehension</u></b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><b><u>ELG Comprehension</u></b> Anticipate – where appropriate – key events in stories.</p> <p><b><u>ELG Comprehension</u></b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	
Writing	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writes cvc words using the sounds taught.</p> <p>Says a simple sentence for writing (oral and count words).</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters e.g. for own name, Mum and Dad.</p> <p>Write own name.</p>	<p>Form lowercase letters and capital letters correctly</p> <p>Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p> <p>Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Read sentences back to an adult.</p> <p>Writes cvc words and labels using taught sounds.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Is able to write their first name and starting to write their surname independently.</p> <p><b><u>ELG Writing</u></b> Write recognisable letters, most of which are correctly formed.</p> <p><b><u>ELG Writing</u></b> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	

	<p><b><u>Physical Development</u></b> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Spells some high frequency tricky words.</p> <p><b><u>Physical Development</u></b> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p><b><u>ELG Writing</u></b> Write simple phrases and sentences that can be read by others.</p> <p><b><u>ELG Fine Motor</u></b> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>	
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## Maths

	Autumn Term	Spring Term	Summer Term	Link to Curriculum content
Number	<p>It's me 1, 2, 3 – Find 1, 2, 3. Subitise 1, 2, 3. Represent 1, 2, 3. 1 more.</p> <p>1, 2, 3, 4, 5 – Find 4 and 5. Subitise 4 and 5. Represent 4 and 5. 1 more. 1 less. Composition of 4 and 5. Composition of 1-5.</p>	<p>Alive in 5 – Introduce zero. Find 0 to 5. Subitise 0 to 5. Represent 0 to 5. 1 more. 1 less. Composition. Conceptual subitising to 5.</p> <p>Growing 6, 7, 8. Find 6, 7 and 8. Represent 6, 7 and 8. 1 more. 1 less. Composition of 6, 7 and 8. Make pairs – odd and even. Double to 8 (make a double). Combine 2 groups. Conceptual subitising.</p> <p>Building 9 and 10. Find 9 and 10. Compare numbers to 10. Represent 9 and 10. Conceptual subitising to 10. 1 more. 1 less. Composition to 10. Bonds to 10 (2 parts). Make arrangements of 10. Bonds to 10. Bonds to 10 (3 parts). Doubles to 10 (find a double). Doubles to 10 (make a double). Explore even and odd.</p>	<p>To 20 and beyond.</p> <p>How many now?</p> <p>Visualise, Build and Map.</p> <p><u>ELG Number</u></p> <p>Have a deep understanding of number 10, including the composition of each number.</p> <p><u>ELG Number</u></p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p><u>ELG Number</u></p> <p>Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5.</p>	<p>Taught through the rich and enabling environment and continuous provision, and adult led and child led activities.</p> <p>See Continuous Provision descriptors.</p> <p>White Rose Maths scheme leading to White Rose Power Maths scheme.</p>

			Recall some number bonds to 10, including doubling facts.	
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Numerical Patterns	<p>Match, sort and compare – Match objects. Match objects and pictures. Identify a set. Sort objects to a type.</p> <p>Talk about measure and patterns – Compare Size. Compare mass. Compare capacity. Explore simple patterns. Copy and create simple patterns. Create simple patterns.</p>	<p>How many now? Add more. How many did I add? Take away. How many did I take away?</p> <p>Mass and Capacity. Compare mass. Find a balance. Explore capacity. Compare capacity.</p> <p>Length, Height and Time – Explore length. Compare length. Explore height. Compare height. Talk about time. Order and sequence time.</p>	<p>Sharing and Grouping.</p> <p>Make Connections.</p> <p><u>ELG Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><u>ELG Numerical Patterns</u></p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p><u>ELG Numerical Patterns</u></p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	
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Shape	<p>Circles and triangles – Identify and name circles and triangles. Compare circles and triangles. Shapes in the environment. Describe position.</p> <p>Shapes with 4 sides – Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. My day and night.</p>	<p>Explore 3D shapes – Recognise and name 3D shapes. Find 2D shapes within 3D shapes. Use 3D shapes for tasks. 3D shapes in the Environment.</p>	<p>Manipulate, compose and decompose - Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>No ELG relating to Shape and Space</p>	
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## Understanding the World

	Autumn Term	Spring Term	Summer Term	Link to Curriculum content
Past and Present	<p>Comment on images of familiar situations in the past.</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</p>	<p>Compare and contract characters from stories, including figures from the past.</p> <p>Talks about significant historical events and how things were different in the past.</p>	<p><u>ELG Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><u>ELG Past and Present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>ELG Past and Present</u></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Taught through the rich and enabling environment and continuous provision, and adult led and child led activities.</p> <p>See Continuous Provision descriptors.</p>



<b>People, Culture and Communities</b>	<p>Talk about members of their immediate family and community.</p>	<p>Understand that some places are special to members of their community.</p>	<p><u>ELG People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	
	<p>Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate different times in different ways.</p>		
	<p>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p>	<p>Recognise some similarities and differences between life in this county and life in other countries.</p>	<p><u>ELG People, Culture and Communities</u></p> <p>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.</p>	
	<p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali</p>	<p>Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and makes maps, of local environment.</p> <p>Describes a journey within the local environment.</p>	<p><u>ELG People, Culture and Communities</u></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	

The Natural World	Draw information from a simple map.	Describe what they see, hear and feel whilst outside.	<u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.	
	Explore the natural world around them.	Understand the effect of changing seasons on the natural world around them.	<u>ELG The Natural World</u> 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.	
	Describes some features of plants and animals and identifies when things are the same and different.	Recognise some environments that are different to the one in which they live.	<u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
	Notices, observes and talks about seasonal changes.	Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.  Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.		

## Expressive Arts and Design

	Autumn Term	Spring Term	Summer Term	Links to Curriculum content
Creating with Materials	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p><b><u>ELG Creating with Materials</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>ELG Creating with Materials</u></b></p> <p>Share their creations, explaining the process they have used.</p> <p><b><u>ELG Creating with Materials</u></b></p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Taught through the rich and enabling environment and continuous provision, and adult led and child led activities.</p> <p>See Continuous Provision descriptors.</p>

	Uses a range of shapes and colours to represent observational drawings.			
Being Imaginative and Expressive	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Plays alongside others to develop storylines in role play or small world. Sings familiar songs.</p> <p>Rehearses for, and performs in, the nativity play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p> <p>Plays a range of percussion instruments.</p> <p>Uses instruments to compose own music.</p> <p>Along with others, collects resources to develop own role play storylines.</p>	<p><b><u>ELG Being Imaginative and Expressive</u></b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><b><u>ELG Being Imaginative and Expressive</u></b></p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p><b><u>ELG Being Imaginative and Expressive</u></b></p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	