



## Reception Curriculum Progression

<b>Personal, Social and Emotional Development</b>			
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Early Learning Goal</b>
<p><b><u>Building Relationships</u></b>            -I can ask an adult for help            -I can tell others what I need or want            -I can go with my friends on to the playground            -I can play alongside friends with similar interests            -I choose to play and talk to a familiar friend who has a similar interest            -I am happy to talk to familiar friends and adults about my interests</p>	<p><b><u>Building Relationships</u></b>            -I am aware of some strategies to support me when negotiating sharing toys and resources e.g. timer            -I am beginning to take turns            -I show interest in other children's needs and can help and support them in these</p>	<p><b><u>Building Relationships</u></b>            -I have particular friends and relationships            -I can resolve conflicts in peer relationships when they arise</p>	<p><b><u>Building Relationships</u></b>            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.</p>
<p><b><u>Self-Regulation</u></b>            -I understand my interests and unique abilities            -I understand I sometimes have to wait to share an idea, or something I want to say            -I am beginning to understand that I need to wait for a toy or resource and that I can't have it straight away.</p>	<p><b><u>Self-Regulation</u></b>            -I can share a toy or resource            -I am beginning to enjoy wider choices, take risks and enjoy new things</p>	<p><b><u>Self-Regulation</u></b>            -I am able to explain what I want to do and how I need to go about it            - I can negotiate a situation with a friend; for example sharing a toy</p>	<p><b><u>Self-Regulation</u></b>            Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.            Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.            Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>



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### **Managing Self**

- I can find comfort with a familiar adult when upset either in the classroom or outside
- I know which adults can help me in school and at home
- I can go to the toilet independently
- I can put on my own coat and do it up with support
- I can change into my boots when it is wet outside
- I am beginning to understand that some actions may hurt or harm others and have consequences
- I can talk about the rules in our classroom
- I can tell someone I don't like what they are doing
- I can join in with class activities and understand I need to behave in certain ways
- I can put my hand up when I need to ask or answer something when in a group
- I can put a book back on the shelf once I have finished reading it

### **Managing Self**

- I know I need to say sorry if I hurt someone or say unkind words
- I recognise some emotions in myself and other people
- I am beginning to try new activities
- I know that I have to clean my teeth twice a day to keep them healthy
- I know I have to have lots of sleep to keep me healthy
- I know some ways to help myself or others feel better

### **Managing Self**

- I know some ways in which I can manage conflict in my relationships
- I can talk about some healthy food choices
- I know how I can keep healthy

### **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.**



## Reception Curriculum Progression

<b>Communication and Language</b>			
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Early Learning Goal</b>
<p><b><u>Listening, Attention and Understanding</u></b>            -I can listen to stories            -I can follow action words            -I can follow simple instructions            -I can listen to others in a group            -I can play and listen to my friends at the same time            -I can understand question words; who, what, and where?</p>	<p><b><u>Listening, Attention and Understanding</u></b>            -I can listen and comment on stories            -I can follow instructions with more components to them            -I can listen to my friends and comment on their conversations            -I understand prepositions; under, behind, above, next to</p>	<p><b><u>Listening, Attention and Understanding</u></b>            -I can listen and do for short periods of time            -I can follow two part instructions            -I can talk about the settings of stories, including those set in their countries and cultures.            -I can listen in a variety of different situations; group, class, collective worship            -I understand and can respond to questions; who, what, when, where, how and why?</p>	<p><b><u>Listening, Attention and Understanding</u></b>  <b>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.</b>  <b>Make comments about what they have heard and ask questions to clarify their understanding.</b>  <b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></p>



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<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-I can tell a past event in order</li> <li>-I can hold a conversation, although I may change topic</li> <li>-I can join in with familiar rhymes</li> <li>-I can use my words to share my feelings, thoughts and ideas</li> <li>-I can join in with maths sentence stems</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-I can ask questions to understand why and how things happen</li> <li>-I can use vocabulary heard in stories or linking to curriculum areas</li> <li>-I can use 'and' and 'because' to extend my ideas</li> <li>-I can use past tense correctly</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-I can talk about why certain things happen</li> <li>-I can talk to a partner</li> <li>-I can extend my vocabulary by exploring the meaning and sounds of new words</li> </ul>	<p><b>Speaking</b></p> <p>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</p>
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Physical development			
Autumn	Spring	Summer	Early Learning Goals
<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-I can sit on a chair with both feet on the ground</li> <li>-I can use wheeled toys with an increasing amount of skill and control; balance bikes, trikes</li> <li>-I can negotiate space when I move slowly</li> <li>-I am beginning to balance on one leg</li> <li>-With support I can respond to the direction left and right</li> <li>-I am beginning to jump, hop and skip</li> <li>-I can climb a tree or large apparatus with support</li> <li>-I can roll a ball</li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-I am beginning to be able to throw and catch a ball</li> <li>-I am beginning to kick and trap a ball</li> <li>-I can negotiate space when I move at different speeds</li> <li>-I can climb apparatus and jump down safely</li> <li>-I am beginning to understand the direction left and right</li> <li>-I can hold a body shape with balance and strength</li> <li>-I can travel in different ways; hopping, bunny hops, bear crawl</li> <li>-I can jump on and off a bench</li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-I am beginning to be able to hit a stationary ball</li> <li>-I can run, jump, throw and catch with coordination, strength and accuracy</li> <li>-I understand the directions left and right</li> <li>-I am aware of others when I move around my environment</li> <li>-I can jump off an object and land appropriately to stabilise balance</li> <li>-I can climb the large gym apparatus with support</li> </ul>	<p><b>Gross Motor Skills</b></p> <p>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.</p>



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<p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"><li>-I can use pens, scissors, spades and jugs with an increasing amount of skill.</li><li>-I can make marks with chalk, crayons, paintbrushes,</li><li>-I can manipulate tweezers to pick up objects</li><li>-I can make patterns with focus on circles, vertical lines and the anti- clockwise movement, using resources in both the inside and outside area</li><li>-I can write the letters in my name with the support of a visual, then I can write my name</li><li>-I can form the anti- clockwise movement and retrace vertical lines</li><li>-I can hold my pencil with a tripod grip</li><li>-I can form letter shapes with support</li></ul>	<p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"><li>-I can use scissors with increasing independence</li><li>-I can form some recognisable letters</li><li>-I can begin to form recognisable letters in letter families</li><li>-I can form some letters correctly using a pencil with a tripod grip</li></ul>	<p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"><li>-I can form most letters correctly using a pencil with a tripod grip</li><li>-I can use scissors with control to cut in straight and curved lines</li></ul>	<p><b><u>Fine Motor Skills</u></b></p> <p><b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b></p> <p><b>Use a range of small tools, including scissors, paintbrushes and cutlery.</b></p> <p><b>Begin to show accuracy and care when drawing.</b></p>
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## Reception Curriculum Progression

Literacy- word reading and comprehension						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p><b><u>Word reading</u></b>            -I can hear the initial sounds in words            -I can handle and look after books in an appropriate way            -I know the phase 2 sounds and graphemes and 'tricky' words that I have learnt so far            -I can blend sounds into words</p>	<p><b><u>Word reading</u></b>            -I know the phase 2 sounds and graphemes and 'tricky' words            -I can say the sounds to read a word            -I can blend sounds into words            -I understand the words digraph and trigraph</p>	<p><b><u>Word reading</u></b>            -I know the phase 3 initial sounds and 'tricky' words            -I am beginning to know the phase 3 digraphs and vowel digraphs            -I can use my finger to track words across the page            -I can read simple sentences</p>	<p><b><u>Word reading</u></b>            -I am beginning to know the phase 3 digraphs            -I can chunk up longer words to read them</p>	<p><b><u>Word reading</u></b>            -I know phase 3 sounds and some digraphs</p>	<p><b><u>Word reading</u></b>            -I can begin reading some words with automaticity.</p>	<p><b><u>Word Reading</u></b>            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.</p>
<p><b><u>Comprehension</u></b>            -I can join in with known rhymes and songs            -I can choose a book to take home to share with my family            -I can talk about books I have enjoyed</p>	<p><b><u>Comprehension</u></b>            -I can talk about a book I have read.            -I can recall key events in a story</p>	<p><b><u>Comprehension</u></b>            -I can talk about specific words in texts and explain their meaning            -I can use words and ideas from stories in my speech and role play</p>	<p><b><u>Comprehension</u></b>            -I understand that books can be fiction or non-fiction books            -I can talk about the title of the book and understand what a blurb is</p>	<p><b><u>Comprehension</u></b>            -I can talk about the settings, events, characters and key events in a story            -I can remember stories or information that has been read to me</p>	<p><b><u>Comprehension</u></b>            -I can talk about what may happen next in a story</p>	<p><b><u>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.            Anticipate (where appropriate) key events in stories.            Use and understand recently introduced vocabulary during discussions about</p>



## Reception Curriculum Progression

						<p>stories, nonfiction, rhymes and poems and during role play.</p>
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Literacy-Writing						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p><b>Writing</b>            -I can orally construct a simple sentence            -I can make marks to convey meaning</p>	<p><b>Writing</b>            -I can write the initial sound in a word with support of a grapheme mat            -I can write cvc words            -I can identify the capital letter in my name</p>	<p><b>Writing</b>            -I can say what I want to write            With support            - I can write phrases            -I can read back what I have written            -With support I can segment words into sounds for writing</p>	<p><b>Writing</b>            -I can write simple phrases independently            -I can identify a letter, word and sentence in my reading            -With support I can use a capital letter for names and the first word in a sentence</p>	<p><b>Writing</b>            -I can use specific vocabulary in my writing            -I can write some phase 2 and 3 tricky words automatically            -I can write sentences with reminders</p>	<p><b>Writing</b>            -I can write some phase 2 and 3 tricky words automatically            -I can write simple sentences            -I can use a capital letter at the beginning of a sentence and a full stop at the end</p>	<p><b>Writing</b>            Write recognisable letters, most of which are correctly formed.</p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> <p><b>Write simple phrases and sentences that can be read by others</b></p>



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Maths						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p><b><u>Number</u></b>            -I can match , sort and compare amounts            -I can represent, compare and compose numbers to five</p>	<p><b><u>Number</u></b>            -I can count and recognise numerals to 10            -I can say which number is one more or less            -I can begin to subitise numbers to 3</p>	<p><b><u>Number</u></b>            -I understand the concept of zero            -I can compose and compare numbers within 5            -I can orally count to 20 and beyond.            -I can subitise numbers to 5            -I can begin to explain my answers</p>	<p><b><u>Number</u></b>            -I can orally count to 20 and beyond            -I can subitise numbers to 5            -I can explain the word 'equal'            -I can compose numbers to 8</p>	<p><b><u>Number</u></b>            -I can count to 20 and recognise some numerals beyond this range            -I can begin to count backwards from 20            -I can share and group objects</p>	<p><b><u>Number</u></b>            -I can subitise numbers to 10            -I can explain my answers in detail</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> <p>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.</p>
<p><b><u>Numerical Patterns</u></b>            -I can verbally count to 5 I can compare different amounts</p>	<p><b><u>Numerical Patterns</u></b>            -I can verbally count to 10 I can use the words greater than and less than to describe an amount</p>	<p><b><u>Numerical Patterns</u></b>            -I can verbally count to 20</p>	<p><b><u>Numerical Patterns</u></b>            -I can verbally count to 20 and beyond            -I can begin to understand odd and even numbers            -I can double numbers within 5</p>	<p><b><u>Numerical Patterns</u></b>            -I can verbally count backwards from 10</p>	<p><b><u>Numerical Patterns</u></b>            -I can share and group objects            -I can find half of an object or amount</p>	<p><b><u>Numerical Patterns</u></b>            Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>



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						Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
x	<p><b><u>Measure, Shape and Spatial thinking</u></b></p> <ul style="list-style-type: none"> <li>-I can follow simple AB patterns</li> <li>-I can use the language of time to talk about routines and events</li> <li>-I can compare size, mass and capacities</li> <li>-I can name circles and triangles and spot them in the environment</li> <li>-I can name 4 sided shapes and spot them in the environment</li> </ul>	<p><b><u>Measure, Shape and Spatial thinking</u></b></p> <ul style="list-style-type: none"> <li>-I can compare weights and capacities</li> <li>-I can describe and compare lengths and heights</li> <li>-I can order and sequence time in my day</li> </ul>	<p><b><u>Measure, Shape and Spatial thinking</u></b></p> <ul style="list-style-type: none"> <li>-I can explore and manipulate 3d shapes and know some of their names.</li> <li>-I can explore more complex patterns</li> </ul>	<p><b><u>Measure, Shape and Spatial thinking</u></b></p> <ul style="list-style-type: none"> <li>-I can replicate simple models and shapes</li> <li>-I can explore relationships between numbers and shapes</li> </ul>	<p><b><u>Measure, Shape and Spatial thinking</u></b></p> <ul style="list-style-type: none"> <li>-I can recap all so far</li> <li>-I know the days of the week</li> </ul>	NA



## Reception Curriculum Progression

Knowledge and Understanding of the World			
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	Early Learning Goals
<p><b><u>The Natural World</u></b>            -I can ask questions about what I can see around me            -I can make observations about the seasons and how they change</p>	<p><b><u>The Natural World</u></b>            -I can discuss how there are changing states of matter            -I can name different materials around me            -I can ask questions about what I can see around me            -I can make observations about the seasons and how they change</p>	<p><b><u>The Natural World</u></b>            -I can name some features of my environment and use an aerial map to identify some of these; playground and Forest School            -I can talk about some of the things I have seen and found, such as plants, objects, the weather, materials and places.            -I can explain how some plants and animals grow and change            -I can identify farm animals and name their young            -I can talk about the lifecycle of an animal            -I can talk about my immediate environment            -I can ask questions about what I can see around me            -I can make observations about the seasons and how they change,            - I can name all 4 seasons</p>	<p><b><u>The Natural World</u></b>  <b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p><b>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.</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p>



## Reception Curriculum Progression

<p><b><u>Past and Present</u></b>          -I know about my family and where I was born          -I know that as I get older, I can do different things          -I can identify some similarities and differences between how I look/what I can do now and in the past as a baby          -I know some facts and stories about people in the past:          -I know that some events that happened in the past          e.g Bonfire night, Remembrance Day</p>	<p><b><u>Past and Present</u></b>          -I know an important or significant person in my life          -I can talk about people in my community          -I know that things were different in the past and might be different in the future</p>	<p><b><u>Past and Present</u></b>          -I can talk about how I have changed over the year          -I can sequence some key events from my first year at school, in chronological order</p>	<p><b><u>Past and Present</u></b>  <b>Talk about the lives of the people around them and their roles in society.</b></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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p><b><u>People Cultures and Communities</u></b>          -I know that everyone is unique and different          -I know some differences and similarities between different cultures and communities          -I can talk about celebrations that are important to me; birthdays and Christmas          -I know that families celebrate in different ways</p>	<p><b><u>People Cultures and Communities</u></b>          -I can talk about people who help us in our community          -I know that some people celebrate Easter</p>	<p><b><u>People Cultures and Communities</u></b>          -I can talk about my community          -I can describe my immediate environment          -I can describe life in this country and how it compares with others</p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></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>Explain some similarities</p>



## Reception Curriculum Progression

			<p>and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
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Expressive arts and design						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
<p><b><u>Creating with Materials</u></b>            -I can experiment with different ways to create shapes, and representations of actions, people and objects            -I can draw circles to create a self portrait            -I can join in with rhymes and songs            -I can experiment with making sounds using instruments in different ways            -I can use scissors with support            -I can use scissors to cut straight lines            -I can with support choose glue, sellotape when creating my models</p>		<p><b><u>Creating with Materials</u></b>            - I can use drawing to represent my ideas            -I can sing familiar songs            -I can explore how sounds and movements can be changed            -I can explore how colours can be changed            -I can begin to develop my own ideas and independently choose glue, sellotape when creating my models            I can use scissors to cut oval shapes</p>		<p><b><u>Creating with Materials</u></b>            -I can use my increasing knowledge of colour, media and materials to develop my own ideas            -I know how to mix colours together to achieve additional colours            -I can begin to join materials together in different ways; glue, tape (independently) elastic bands, brass pins, cardboard flange and tab            -I can sing a variety of songs            -I can play instruments in different ways, including keeping a rhythm            -I can use scissors freely</p>		<p><b><u>Creating with Materials</u></b>  <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Share their creations, explaining the process they have used.</b></p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p>
<p><b><u>Being Imaginative and Expressive</u></b>            -I can use movement and sounds to express experiences , ideas and feelings            -I can sing to myself and make up simple</p>		<p><b><u>Being Imaginative and Expressive</u></b>            -I can use modelled ideas in my play and develop variations of these            -I can follow a rhythm</p>		<p><b><u>Being Imaginative and Expressive</u></b>            -I can play cooperatively as part of a group to develop imaginary narratives and ideas</p>		<p><b><u>Being Imaginative and Expressive</u></b>  <b>Invent, adapt and recount narratives and stories with peers</b></p>



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<p>songs</p> <p>-I can introduce a storyline into my play</p> <p>-I can join in with songs for the Nativity</p>	<p>-I can use sounds, movements and drawings as part of my story telling and role play</p>	<p>-I can orally tell a story</p>	<p><b>and their teacher.</b></p> <p><b>Sing a range of well-known nursery rhymes and songs.</b></p> <p><b>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</b></p>
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British values in Reception				
Democracy - Making decisions together	Rules of Law - Understanding rules matter	Individual Liberty - Opportunity to follow their own interests	Mutual Respect - Treating others with respect	Tolerance - Understanding and respecting people that come from different backgrounds
<p>Voting station choosing which book to read</p> <p>Opportunities to follow interests</p> <p>Looking at people who help us</p> <p>Everyone plays a part in our environment</p>	<p>Marvellous me</p> <p>People who help us</p> <p>Class rules</p> <p>School behaviour chart</p>	<p>Busy learning</p> <p>Recourses are organised so that children can make their own choices</p> <p>Lots of opportunities for them to view their opinions and ideas</p>	<p>Specific texts linked to it</p> <p>Learning about different cultures and celebrations</p>	<p>Resources and text linked to it</p> <p>RE units</p> <p>PSHE units</p> <p>Lots of opportunities for them to view their opinions and ideas</p>