

Progression of skills for Reception Pine 2022-2023

		Reception	Reception	Reception	Reception	Reception	Reception
	Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	TOPIC	Me, in my world	Let's Celebrate	Footprints	Lifecycles	Once Upon a time	Saving Our World
	Learning Question	What is the same and what is different about us?	What is celebrated in Autumn?	I wonder who they belong to...?	What will I be?	Who lives where? Who said what?	Why should we care for ourselves and our world?
	Themes	Performance Poetry: I'm Glad I'm Me Things I like then and now People who help us in school: Teacher Feelings My Grandparents Favourite Places then and now *Signs of Autumn	Classic Poetry: Fireworks Go Divali Bonfire Night People Who Help Us: Firefighters Remembrance Day Hanukkah Christmas	Poetry Animals Dinosaurs Pancake Day Chinese New Year *Signs of Winter	Poetry Human Growth People Who Help Us: Nurse Tadpoles Plant Growth Easter Story *Signs of Spring	Poetry The Three Little Pigs The Ghanaian Goldilocks The Gingerbread Man The Magic Porridge Pot People Who Help Us: Police	Poetry Our world Recycling Plastics Pollution Jungle Animals People Who Help Us: RSPCA
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> To understand how to listen carefully To understand why listening is important To be able to follow a set of simple instructions 	<ul style="list-style-type: none"> To listen carefully to rhymes and songs, paying attention to how they sound. To engage in story time 	<ul style="list-style-type: none"> To listen to and talk about selected non-fiction. To develop a deep familiarity with new knowledge and vocabulary. Engage in non-fiction books. 	<ul style="list-style-type: none"> To listen to and talk about selected non-fiction. To develop a deep familiarity with new knowledge and vocabulary. Engage in non-fiction books. To understand questions such as who, what, where, when, why and how 	<ul style="list-style-type: none"> To retell a story To follow a story without pictures or props To understand questions such as who, what, where, when, why and how To have conversations with adults and peers with back and forth exchanges 	<ul style="list-style-type: none"> To 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; To make comments about what they have heard and ask questions to clarify their understanding; To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> To use talk to help work out problems and organise thinking. To begin to explain how things work and why they might happen. 	<ul style="list-style-type: none"> To ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> To connect one idea or action to another using a range of connectives To articulate their ideas and 	<ul style="list-style-type: none"> To offer explanations for why things might happen. To making use of recently introduced 	<ul style="list-style-type: none"> To express their ideas and feelings about their experiences. To use full sentences, 	<ul style="list-style-type: none"> To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; To offer explanations for why things might happen, making use of recently introduced

		<ul style="list-style-type: none"> To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 	<ul style="list-style-type: none"> Develop social phrases Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. 	<p>thoughts in well-formed sentences.</p> <ul style="list-style-type: none"> Describe events in some detail 	<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<p>including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <ul style="list-style-type: none"> To Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> To express how it feels to belong to something. To express how you are feeling. 	<ul style="list-style-type: none"> To be able to identify what you are good at. To understand that being different makes us special. To understand how we are the same but also different. 	<ul style="list-style-type: none"> To understand the importance of persevering. To understand the importance of not giving up. To understand how to work towards a goal To talk about how it feels to be proud. 	<ul style="list-style-type: none"> To 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 	<ul style="list-style-type: none"> To know what words are unkind. To have ways to calm myself down. 	<ul style="list-style-type: none"> To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; To 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	<ul style="list-style-type: none"> To manage their own basic hygiene and personal needs, including dressing, going to the toilet. 	<ul style="list-style-type: none"> To manage their own basic hygiene and personal needs, including dressing, going to the toilet. 	<ul style="list-style-type: none"> To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> To understand the importance of exercise. To understand why it is important to rest and move. To know which food are healthy and unhealthy. To understand the importance of sleep. To understand the importance of hygiene. For example, hand washing and brushing your teeth. 	<ul style="list-style-type: none"> To explain the reasons for rules, know right from wrong and try to behave accordingly; 	<ul style="list-style-type: none"> To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To explain the reasons for rules, know right from wrong and try to behave accordingly; To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

	Building Relationships	<ul style="list-style-type: none"> To work with others to make school a better place. To understand why it is good to use gentle hands and show kindness. To understand your rights when you are playing and learning To begin to understand responsibility 	<ul style="list-style-type: none"> To think of ways to be a good friend 	<ul style="list-style-type: none"> To understand words, we can use to encourage people 	<ul style="list-style-type: none"> To show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> To know how to make friends and stop myself from feeling lonely To understand what makes a good friend 	<ul style="list-style-type: none"> To work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> To explore making high and low movements. 	<ul style="list-style-type: none"> To explore throwing objects. 	<ul style="list-style-type: none"> To explore using different body parts to make different movements. 	<ul style="list-style-type: none"> To explore jumping in different directions, speeds and levels 	<ul style="list-style-type: none"> To explore different ways of moving our feet to move a ball 	<ul style="list-style-type: none"> To negotiate space and obstacles safely, with consideration for themselves and others; To demonstrate strength, balance and coordination when playing; To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> To use a dominant hand. To correctly hold a pencil. To trace handwriting patterns. To use scissors to cut straight lined shapes. To hold various tools correctly. To thread small objects. To join together small construction. To use tweezers to pick things up. 	<ul style="list-style-type: none"> To begin to form letters correctly. To use scissors to cut circular shapes. To begin to use a variety of tools to manipulate material. To join together small construction. To use cutlery correctly. 	<ul style="list-style-type: none"> To form lower case letters correctly. To begin to form capital letters. To use scissors to cut more complex shapes. To use tools to add more detail when manipulating materials. 	<ul style="list-style-type: none"> To hold a pencil effectively. To form capital letters correctly. To use a range of small tools with control and accuracy. 	<ul style="list-style-type: none"> To hold a pencil effectively. To form capital letters correctly. To use a range of small tools with control and accuracy. 	<ul style="list-style-type: none"> To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To use a range of small tools, including scissors, paint brushes and cutlery. To begin to show accuracy and care when drawing.
Literacy	Core Text	<p>Poetry Things I like People who Help Us Jabari Jumps Super Gran Coming to England Autumn Poems</p>	<p>Rama and Sita Bonfire Night Poems People who help us Stubby Hanukkah Dear Santa The Christmas Story</p>	<p>Contemporary Poetry: Polar, Polar Bear what do you hear We're going on a lion hunt Dinosaur Roar Mr Wolf's Pancakes The Great Race</p> <p>*Mary Anning</p>	<p>Contemporary Poetry on Human Growth Nurses (Florence Nightingale) Tadpoles Promise What the ladybird heard? Jack and the Beanstalk Easter Story</p> <p>*Florence Nightingale</p>	<p>Poetic Form Four-line poems rhyming Pairs: Imagine a Pig The Three Little Pigs The Ghanaian Goldilocks The Gingerbread Man The Princess and the Pea People Who Help Us: Police</p>	<p>Poetic Form Four-line poems rhyming Pairs: The Fish Who Could Wish Five little fiends What a waste? Somebody swallowed Stanley Clean Up There's and Rang-Tan in my bedroom People Who Help Us: RSPCA</p>

Reading Comprehension	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them 	<ul style="list-style-type: none"> • To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • To anticipate – where appropriate – key events in stories; • To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • To anticipate – where appropriate – key events in stories; • To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	<ul style="list-style-type: none"> • To blend sounds into words, so that they can read short words made up of known letter–sound correspondences. 	<ul style="list-style-type: none"> • To blend sounds into words, so that they can read short words made up of known letter–sound correspondences. • To read a few common exception words matched to the school’s phonic programme. • To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> • To blend sounds into words, so that they can read short words made up of known letter–sound correspondences. • To read a few common exception words. • To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words • To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • To say a sound for each letter in the alphabet and at least 10 digraphs; • To read words consistent with their phonic knowledge by sound blending; • To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<ul style="list-style-type: none"> • To say a sound for each letter in the alphabet and at least 10 digraphs; • To read words consistent with their phonic knowledge by sound blending; • To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Writing	<ul style="list-style-type: none"> To form lower-case letters correctly. 	<ul style="list-style-type: none"> To form lower-case letters correctly. To spell CVC words by identifying sounds in them and use the corresponding letter. To write a simple (phonetically decodable) sentence using words with known sound-letter correspondences 	<ul style="list-style-type: none"> To begin to spell some phase 2 'Tricky Words' correctly. To form upper-case letters correctly. To write a simple (phonetically decodable) sentence using words with known sound-letter correspondences To use a capital letter. To use full stops. To re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> To write recognisable letters, most of which are correctly formed; To spell words by identifying sounds in them and representing the sounds with a letter or letters; To write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> To write recognisable letters, most of which are correctly formed; To spell words by identifying sounds in them and representing the sounds with a letter or letters; To write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others
Maths	Number	<ul style="list-style-type: none"> To subitising within 3 To explore cardinality To use 1:1 correspondence To count sounds and actions To develop strategies for counting To know that all numbers can be made of 1s To use positional language to describe To ordering familiar events 	<ul style="list-style-type: none"> To subitising within 5 To begin to count beyond 5 To begin to recognise numerals and relating these to quantities To explore 'wholes' and 'parts' To explore the composition of numbers within 5 To use shape to make a picture To explore weight 	<ul style="list-style-type: none"> To explore 1 more To develop verbal counting to 20 To order numbers To explore the composition of 6 To begin to see that numbers within 10 can be composed of '5 and a bit' To compose and decompose Shape To explore length 	<ul style="list-style-type: none"> To continue to consolidate understanding of cardinality To explore capacity 	<ul style="list-style-type: none"> To subitise structured and unstructured patterns To identify when it is appropriate to count and when groups can be subitised To develop confidence and accuracy verbal and object counting To explore the composition of 10 To order sets of objects 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	<ul style="list-style-type: none"> To compare sets – more than and fewer than To create a repeating pattern 	<ul style="list-style-type: none"> To compare sets by matching – equal amounts 	<ul style="list-style-type: none"> To explore ways of making unequal sets equal To explore patterns within 5 and beyond 	<ul style="list-style-type: none"> Exploring symmetrical patterns, linking this to doubles Become more familiar with the 	<ul style="list-style-type: none"> To continue to develop verbal counting to 20 and beyond and counting from different starting numbers 	<ul style="list-style-type: none"> 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

					<ul style="list-style-type: none"> counting pattern beyond 20 Explore odd and even numbers Link even numbers to doubles Comparing numbers using an understanding of its position in the number system 		<ul style="list-style-type: none"> than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Understanding of the World	People, Cultures and Communities	<ul style="list-style-type: none"> To understand that some places are special to themselves, their family and members of their community. Talk about the lives of the people around them and their roles in society. For example, 'A teacher' 	<ul style="list-style-type: none"> To explore the different beliefs, places of worship, food, dress, music and customs celebrated during festivals in the season of Autumn. To understand that some places are special to members of their community. To understand why Christians, perform a nativity at Christmas. Talk about the lives of the people around them and their roles in society. For example, 'A firefighter' 	<ul style="list-style-type: none"> To 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. For example, the story of Mary Anning. 	<ul style="list-style-type: none"> To talk about the lives of the people around them and their roles in society. For example, Nurses. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. For example, Florence Nightingale To understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> To talk about the lives of the people around them and their roles in society. For example, 'The Police'. To understand the past through settings, characters and events encountered in books read in class and storytelling. For example, The magic porridge pot. 	<ul style="list-style-type: none"> 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;
	Past and Present	<ul style="list-style-type: none"> To talk about members of their immediate family and community. To name and describe people who are familiar to them. To comment on images of familiar situations in the past. Describe their immediate environment using knowledge from observation, discussion, 	<ul style="list-style-type: none"> To compare and contrast characters from stories, including figures from the past, depicted in the story about World War One. 	<ul style="list-style-type: none"> To explain some similarities and differences between life in this country and life in other countries (Africa, Artic), drawing on knowledge from stories, non-fiction texts and 	<ul style="list-style-type: none"> To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; To know some similarities and differences between different religious and cultural communities in 	<ul style="list-style-type: none"> To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; To know some similarities and differences between different religious and cultural communities in 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. For example, how the world was created and how can we treat our world fairly. Know some similarities and differences between different religious and cultural communities in this country,

		<p>stories, non-fiction texts and maps</p>		<p>– when appropriate – maps.</p> <ul style="list-style-type: none"> To 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, (Chinese New Year). 	<p>this country, drawing on their experiences and what has been read in class. For example, why do Christians put a cross in an Easter garden?</p>	<p>this country, drawing on their experiences and what has been read in class. For example, weddings in fairy tales.</p>	<p>drawing on their experiences and what has been read in class. For example, why is the word 'God' important to Christians.</p> <ul style="list-style-type: none"> 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
	<p>The Natural World</p>	<ul style="list-style-type: none"> To explore the natural world around them by going on an Autumn walk. To describe what they see, hear and feel whilst outside on an Autumn walk. To understand the effect of Autumn in the natural world around them. 	<ul style="list-style-type: none"> To understand changing states of matter. For example, darkness is the absence of light, exploding fireworks, cooking foods. 	<ul style="list-style-type: none"> To 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. For example, Polar regions/ Africa/ Signs of Winter To explore the natural world around them, making observations and drawing pictures of animals and plants. To understand changing states of matter. For example, melting ice 	<ul style="list-style-type: none"> To 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. For example, Signs of Spring To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. For example, life cycles of animals and plant growth. 	<ul style="list-style-type: none"> To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> 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.

Skills	Creating with materials	<p>Drawing</p> <ul style="list-style-type: none"> To talk about the marks, they make. To enjoy using graphic tools, fingers, hands, chalk, pens, pencils, brushes 	<p>Colour</p> <ul style="list-style-type: none"> To experience using primary colour To name primary colours 	<p>Pattern</p> <ul style="list-style-type: none"> To explore non-figurative paintings, drawings, printing, imprinting, collage etc 	<p>Printing</p> <ul style="list-style-type: none"> To explore random printing with a variety of objects – junk, bark, plasticine, card, vegetables, polystyrene etc. To begin to explore imprinting into clay and dough etc 	<p>Texture</p> <ul style="list-style-type: none"> To handle, manipulate and enjoying using materials To engage in sensory experiences 	<p>Form</p> <ul style="list-style-type: none"> To handle, feel, enjoy and manipulate materials To construct, build and destroy To engage in sensory activities
Expressive Arts and Design		<ul style="list-style-type: none"> To use lines and shapes to create a self-portrait. To use natural resources to create a sculpture To explore mixing primary colours To begin to use a large brush to apply colour. To respond to artists Leonardo Di Vinci, Andy Goldsworthy, Mondrian 	<ul style="list-style-type: none"> To explore tints of a colour, expressing light To use a variety of materials to create collages To manipulate clay and make a diva pot. To use potatoes to print repeating patterns To respond to artist Jackson Pollock 	<ul style="list-style-type: none"> To observe and record animals from hot and cold climates To explore tones and tints of cold colours To use a marble to roll paint and create patterns To use Modroc to make a 3D dinosaur To print a dinosaur using different 2D shapes. 	<ul style="list-style-type: none"> To observe and record spring plants, animals or foods. To create a spring landscape using a dabbing or pointillism technique. To monoprint/press print floral shapes To make a collage vegetable face. To respond to artist William Morris and Monet, Arcimboldo 	<ul style="list-style-type: none"> To observe and record different buildings. To create a street scene using collage To build homes using junk modelling To respond to artist Lowry 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> To listen and Respond To explore and Create - initially using voices only but building to using classroom instruments too To sing nursery rhymes and action songs - building to singing and playing To share and Perform To use costumes and available resources to act out narratives 	<ul style="list-style-type: none"> To listen and Respond To explore and Create - initially using voices only but building to using classroom instruments too To sing nursery rhymes and action songs - building to singing and playing To share and Perform 	<ul style="list-style-type: none"> To listen and Respond To explore and Create - initially using voices only but building to using classroom instruments too To sing nursery rhymes and action songs - building to singing and playing 	<ul style="list-style-type: none"> To listen and Appraise To learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments To Perform and Share To create narratives based around stories 	<ul style="list-style-type: none"> To listen and Appraise To learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments To Perform and Share To invent their won narratives, 	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music

			<ul style="list-style-type: none">• To use costumes and available resources to act out narratives	<ul style="list-style-type: none">• To share and Perform• To make props to enhance narrative story telling		making costumes and resources	
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