Progression of skills for Reception Pine 2022-2023

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|  |  | 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 | * To understand how to listen carefully * To understand why listening is important * To be able to follow a set of simple instructions | * To listen carefully to rhymes and songs, paying attention to how they sound. * To engage in story time | * 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 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 | * 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 | • 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 | * To use talk to help work out problems and organise thinking. * To begin to explain how things work and why they might happen. * To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; | * To ask questions to find out more and to check they understand what has been said to them. * Develop social phrases * Listen to and talk about stories to build familiarity and understanding. * Use new vocabulary in different contexts. | * To connect one idea or action to another using a range of connectives * To articulate their ideas and thoughts in well-formed sentences. * Describe events in some detail | * To offer explanations for why things might happen. * To making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; | * To express their ideas and feelings about their experiences. * To use full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | • 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 vocabulary from stories, non-fiction, rhymes and poems when appropriate;  • 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 | * To express how it feels to belong to something. * To express how you are feeling. | * 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. | * 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. | • 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 | * To know what words are unkind. * To have ways to calm myself down. | • 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 | • To manage their own basic hygiene and personal needs, including dressing, going to the toilet. | * To manage their own basic hygiene and personal needs, including dressing, going to the toilet. | • To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | * 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. | • To explain the reasons for rules, know right from wrong and try to behave accordingly; | • 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 | * 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 | * To think of ways to be a good friend | * To understand words, we can use to encourage people | • To show sensitivity to their own and to others’ needs. | * To know how to make friends and stop myself from feeling lonely * To understand what makes a good friend | • 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 Dev elopement | Gross Motor Skills | * To explore making high and low movements. | * To explore throwing objects. | * To explore using different body parts to make different movements. | * To explore jumping in different directions, speeds and levels | * To explore different ways of moving our feet to move a ball | • 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 | * 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. | * 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. | * 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. | * To hold a pencil effectively. * To form capital letters correctly. * To use a range of small tools with control and accuracy. | * To hold a pencil effectively. * To form capital letters correctly. * To use a range of small tools with control and accuracy. | • 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 | Poetry  Things I like  People who Help Us  Jabari Jumps  Super Gran  Coming to England  Autumn Poems | Rama and Sita  Bonfire Night Poems  People who help us  Stubby  Hanukkah  Dear Santa  The Christmas Story | 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  \*Mary Anning | Contemporary Poetry on Human Growth Nurses (Florence Nightingale)  Tadpoles Promise  What the ladybird heard?  Jack and the Beanstalk  Easter Story  \*Florence Nightingale | Poetic Form Four-line poems rhyming  Pairs: Imagine a Pig  The Three Little Pigs  The Ghanaian Goldilocks  The Gingerbread Man  The Magic Porridge Pot  People Who Help Us: Police | 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 |
| Reading Comprehension | * Read individual letters by saying the sounds for them | * Read individual letters by saying the sounds for them | * Read individual letters by saying the sounds for them | • 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. | • 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 | • 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 | * To blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | * 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. | * 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. | • 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 | • 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 | • 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 | * To form lower-case letters correctly. | * 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 | * 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. | • 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 | • 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 | • 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 | * 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 | * 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 | * 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 | * To continue to consolidate understanding of cardinality * To explore capacity | * 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 I verbal and object counting * To explore the composition of 10 * To order sets of objects | • 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 | * To compare sets – more than and fewer than * To create a repeating pattern | * To compare sets by matching – equal amounts | * To explore ways of making unequal sets equal * To explore patterns within 5 and beyond | * Exploring symmetrical patterns, linking this to doubles * Become more familiar with the 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 | * To continue to develop verbal counting to 20 and beyond and counting from different starting numbers | • Verbally count beyond 20, recognising the pattern of the counting system;  • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally |
| Understanding of the World | People, Cultures and Communities | * 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’ | * 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’ | • 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. | • 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. | • 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. | • 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 | * 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, stories, non-fiction texts and maps | * To compare and contrast characters from stories, including figures from the past, depicted in the story about World War One. | * 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 – when appropriate – maps. * 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). | • 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 this country, drawing on their experiences and what has been read in class. For example, why do Christians put a cross a cross in an Easter garden? | • 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 this country, drawing on their experiences and what has been read in class. For example, weddings in fairy tales. | • 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, drawing on their experiences and what has been read in class. For example, why is the word ‘God’ important to Christians.  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps |
| The Natural World | * To 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. | * To understand changing states of matter. For example, darkness is the absence of light, exploding fireworks, cooking foods. | * 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 | • 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. | • To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. For example, explore different materials for homes. | • 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 | Drawing   * To talk about the marks, they make. * To enjoy using graphic tools, fingers, hands, chalk, pens, pencils, brushes | Colour   * To experience using primary colour * To name primary colours | Pattern   * To explore non-figurative paintings, drawings, printing, imprinting, collage etc | Printing   * 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 | Texture   * To handle, manipulate and enjoying using materials * To engage in sensory experiences   . | Form   * To handle, feel, enjoy and manipulate materials * To construct, build and destroy * To engage in sensory activities |
| Expressive Arts and Design | * 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 Andy Goldsworthy, Vince Low, Harold Cheesman | * 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 | * 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. | * 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 David Hockney and Monet | * To observe and record different buildings. * To create a street scene using collage * To build homes using junk modelling * To respond to artist Lowry and pop art, African patterns * To use shape and pattern to create | • 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.  Respond to works by Seurat, Hokusai and Turner |
| Being Imaginative and Expressive | * 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 | * 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 | * 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 make props to enhance narrative story telling | * 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 | * 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, making costumes and resources | • 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 |