

Reception Skills Development Progression Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities. The colour monster	To talk about how they are feeling and to consider others feelings. Conker the Chameleon	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally. Feelings/behaviours books - series	To be able to control their emotions using a range of techniques. Yoga Breathing exercises	To follow instructions of three steps or more. Following routes, cooking instructions, planting	- 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.
Managing Self	To wash hands independently Class rules & routines	To understand the need to have rules. PANTS rules	To begin to show resilience and perseverance in the face of a challenge. Collaborative activities	To develop independence when dressing and undressing Manage zips & shoes at school.	To manage own basic needs independently. To dress independently.	To be able to show a 'can do' attitude To understand the importance of healthy food choices Balanced diet Identify fruits & vegetables	- 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.
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults. Playing and talking with familiar adults	Begin to develop friendships. Kindness, what makes a good friend? Using stories	To be able to use taught strategies to support turn taking. Ball games Circle games	To listen to the ideas of other children and agree on a solution and compromise. Role-play ODL	To work as a group. Collaborative games Team work ODL	To be able to have confidence to communicate with adults around the school.	- 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.
	These statements are split, but all should apply on an ongoing basis throughout the year.						
Listening, Attention and Understanding	To be able to understand how to listen carefully and know why it is important. The Little Red Hen We're going on a bear hunt	To begin to understand how and why questions. Owl Babies The owl who was afraid of the dark The gingerbread man	To be able to ask questions to find out more. Lost and Found Poles Apart The Emperor's Egg	To retell a story and follow a story without pictures or props. Jack and the Beanstalk Mr wolf's pancake Farmer Duck	To be able to understand a question such as who, what, where, when, why and how. Super worm Within context of class stories	To be able to have conversations with adults and peers with back-and-forth exchanges. The Snail and the whale The lighthouse keeper's lunch	- 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To be able to talk in front of small groups and their teacher offering their own ideas. New versions of We're going on a bear hunt	To be able to use new vocabulary throughout the day. Drawing Club	To talk in sentences using conjunctions e.g. and, because Composing questions about penguins/arctic foxes	To engage in non-fiction books and to use new vocabulary in different contexts. Animal babies Bean life cycles	To use talk to organise, sequence and clarify thinking, ideas, feelings and events. Non-fiction - Plants	To be able talk in sentences using a range of tenses. Past, present, future events	- 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; - 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.
Gross Motor Skills	To move safely in a space. Dance - respond to music	Explore different ways to travel using equipment. Gymnastics Multi skills	To balance on a variety of equipment and climb To jump and land safely from a height Gym apparatus	To move safely with confidence and imagination, communicating ideas through movement. Dance	To be able to control a ball in different ways. Ball skills	To play by the rules and develop coordination. Athletics, team games	- 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.
Fine Motor Skills	Begin to use tripod grip when using mark making tools.	To accurately draw lines, circles and	To handle scissors, pencil and glue effectively.	Use a hammer and saw correctly.	Hold scissors correctly and cut out small shapes.	To form letters correctly using a tripod grip.	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

	Painting, rollers, chalking Drawing shapes	shapes to draw pictures. Threading, drawing with different tolls Letter formation Chopping with knives	Joining materials Letter formation Using hammers	Able to use cutlery appropriately. Using peelers, saws Forming clear ascenders/descenders	Cutting out pictures	sewing	- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Comprehension	Independently looks at a book, holding it the correct way and turning pages.	Engages and enjoys an increasing range of books.	Acts out stories using recently introduced vocabulary. Introduce shared reading – using rhino readers	To be able to talk about the characters in the books they are reading. Drawing club sessions	Retell a story using vocabulary influenced by their book. Opportunities to retell in groups/whole class	Able to answer questions about what they have read.	- 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	Segment and blend sounds together to read words. Level 1 activities – oral segmenting/blending Level 2 phonemes	Begin to read words and captions Level 2 phonemes	Recognise taught digraphs in words and blend the sounds together. Begin to read sentences. Level 3 digraphs	Read words containing tricky words and digraphs. Level 3 vowel digraphs	Read longer sentences containing level 4 words and tricky words. Level 4 adjacent consonants	Read books matching their phonics ability. Develop fluency in reading; extend sight vocabulary of tricky 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 give meanings to the marks they make.	Forms letters correctly.	Write words representing the sounds with a letter/letters.	Write labels/phrases representing the sounds with a letter/letters. Demark sentences will full stop	Write words and short sentences which are spelt phonetically.	Write simple phrases and sentences using recognisable letters and sounds. Use tricky words.	- 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.
Number	Have a deep understanding of numbers 1 – 3. WR: Match, sort & compare WR: talk about measure WR: It's me 1,2,3	Have a deep understanding of numbers 1 - 5. WR: circles & triangles WR: 1,2,3,4,5 WR shapes with 4 sides	Have a deep understanding of numbers 1 – 8. Recall number bonds to 5 Subitise to 5 WR Alive in 5! WR Growing 6,7,8 WR Mass & capacity	Have a deep understanding of numbers 1 – 10 WR Building 9 & 10 WR Length Height & Time WR: Explore 3D shape	To revise number bonds to 5. Subitise to 10 WR: To 20 and beyond WR: How many now? WR: manipulate, compose & decompose	Know number bonds to 10 including doubling facts. Recall some number bonds to 10 WR: sharing & grouping WR: visualise, build & map	- 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	Verbally say which group has more or less. Counting in 1s to 10 and back	Compare equal and unequal groups. Counting to 20	Understand and explore the difference between odd and even numbers. Counting in twos Counting to 20 and back	Add and subtract using number sentences. Counting in twos, tens Counting to 50	Share quantities equally. Counting to 100 Counting forwards & back in tens	To be able to count beyond 30 and higher (100) Counting in fives	- 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.
Past and Present	To know about their own life story and know they have changed. Talk about family members and important events	To know some similarities and differences between things in the past and now. Ordering photos of themselves (birth to now)	Talk about the lives of people around them. People who help us	Talk about past and present events in their lives and what has been read to them Using tapestry photos of events	To know about the past through settings, characters. Stories: Once their were giants	TO know about the past through settings, characters and events.	- 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.
People, Culture and Communities	Know about features of the immediate environment.	Know that there are many countries around the world.	Know that people around the world have different religions. Journeys – maps	Know about people who help us within the local community. Chinese New Year	To know that people in other countries may speak different languages.	To know that simple symbols are used to identify features on a map.	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

	Walks in school environment/village Harvest	Exploring countries through stories Halloween/Fireworks Carnival – visit carnival shed Christmas	Diwali Hannukkah	Shrove Tuesday Easter	Explore countries visited – postcards, greetings	Martha's Map Treasure Maps	- 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; - 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 and ask questions about the natural environment around them Baking bread Seasonal Changes	Understand the terms 'same' and 'different'. Making soup Gingerbread biscuits Comparing objects, plants, environment Nocturnal animals Seasonal changes	Talk about features of the environment they are in and learn about the different environments. Jam tarts Polar worlds Melting ice Seasonal changes	Make observations about animals discussing similarities and differences. Making pancakes Animals and their young – visit to farm Seasonal changes	Make observations about plants discussing similarities and differences. Growing from seeds Stories focused on plants Seasonal changes	Know some important processes and changes in the natural world including states of matter. Floating/sinking Seasonal changes Forces – push & pull	- 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.
Creating with Materials	Experiment mixing with colours. Paint mixing Mud kitchen – coloured water Carnival carts – reclaimed materials	Experiment with different textures. Clay with tools	Safely explore different techniques for joining materials. Staplers, hole punches, - making own books nails/hammers	Make props and costumes for different role play scenarios. Jack and the Beanstalk role-play World Book Day	Explore and use a variety of artistic effects to express their ideas and feelings. Range of materials and processes	To share creations, talk about process and evaluate their work. Art gallery sharing work and reflecting on process	- 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	Sing and perform nursery rhymes. Rhyme medley Introduce different rhyme a week	Experiment with different instruments and their sounds. Sing songs. Percussion to accompany simple rhymes Christmas songs to learn	Create narratives based around stories. Lost and Found Poles Apart Responding to music Chinese New Year	Move in time to the music. Dance – responding to different types of music	Play an instrument following a musical pattern. Repeating pictorial patterns for instruments	Invent their own narratives, stories and poems. Using familiar stories with repetitive patterns	- 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.