

Progression of Skills and Knowledge in Reception

Communication and Language

Listening, Attention and Understanding				
On entry	Autumn	Spring	Summer	ELG
They enjoy stories and can talk about what has happened and the characters.	Engage in story times. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Enjoy listening to longer stories and can remember much of what happens. Listen to and talk about stories to build familiarity and understanding.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	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.
They share what they know and understand during conversation or activity.	Understand a question or instruction that has 2 parts, such as “get your coat and wait at the door.”	Understand ‘why’ questions , like “Why do you think the caterpillar got so far?”	Ask questions to find out more and to check they understand what has been said to them.	Make comments about what they have heard and ask questions to clarify their understanding.
They are beginning to listen and wait their turn before speaking.	Pay attention to more than one thing at a time, which can be difficult.	Understand how to listen carefully and why listening is important.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking				
On entry	Autumn	Spring	Summer	ELG
They have the confidence to make interactions with their peers and familiar adults.	Learn new vocabulary. Use new vocabulary through the day.	Engage in non-fiction books. Use new vocabulary in different contexts.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
They readily talk during their play and use what they know and understand.	Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs.	Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
They have a good vocabulary which allows them to express themselves, share their views and talk about their world.	Use longer sentences of 4-6 words.	Articulate their ideas and thoughts in well-formed sentences.	Connect one idea or action to another using a range of connectives. Describe events in some detail. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	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
They use talk to organise their play and share ideas with friends.	Start a conversation with an adult or friend and continue it for many turns.	Use talk to organise themselves and their play: “Let’s go on a bus...you sit there... I’ll be the driver.”		

Personal, Social and Emotional Development

Self-regulation				
On entry	Autumn	Spring	Summer	ELG
Understand a range of emotions. Understand behavioural expectations within setting and begin to self-regulate. Can share, take turns and wait.	Express their feelings and consider the feelings of others, regulate behaviour accordingly. Play with one or more other children, extending and elaborating play ideas.	Identify and moderate their own feelings socially and emotionally. Think about the perspective of others.	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Can follow their own interests and find things to do. Have awareness of their own abilities.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Select and use activities and appropriate resources for what they want to create. Wait when what they want to use is being used by others. See themselves as a valuable individual.	Choose simple goals to work towards. Show resilience and perseverance in the face of challenge.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Can follow simple instructions and complete small tasks independently, wants to help, develops a sense of responsibility.	Listen carefully to what the teacher says.	Listen to what the teacher says and follow simple instructions.	Give focussed attention to what the teacher says and follow 2-step instructions.	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				
On entry	Autumn	Spring	Summer	ELG
Can have a go and bounce back if they make a mistake or it isn't right, they want to try again and develop a positive attitude.	See themselves as a valuable individual. To have confidence to try new activities.	To begin to show resilience and perseverance when faced with a challenge.		Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Understands rules and why they are important.	To begin to understand and follow the rules of a classroom.	To develop their ability to understand and follow the rules of a classroom.	To understand and follow the rules of a classroom.	Explain the reasons for rules, know right from wrong and try to behave accordingly.
Have good self-care skills. Can feed themselves and drink from a beaker. Can put on and take off coat, shoes, socks, wellies, help to dress themselves. Understand the need for good hygiene, wash and dry hands and toilet themselves. Collect and return their dinner tray.	To independently be able to - Use the toilet - Wash hands - Put coat on - Change shoes into wellington boots. To explore the Reception environment. Begin to meet own care needs - teeth, toilet, washing and drying hands.	To independently manage to fasten a zipper on a coat and fasten buttons. Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using toilet, washing and drying hands, dressing.	To show a good level of independence in their ability to manage their own basic needs. To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support. Independently meets own care needs.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet.
Have awareness of eating healthily and the need to drink water.	Choose their own lunch and carry/return their tray. Is beginning to make healthy choices about food, drink, activity and toothbrushing.	Make some healthy choices about food and drink and exercise.	To identify and name healthy foods. Can talk about the different factors that support his/her overall health; sleep routine, exercising, eating healthily, brushing their teeth, screen time.	Understands the importance of healthy food choices.

Building Relationships				
On entry	Autumn	Spring	Summer	ELG
Can play cooperatively, sharing ideas and responding to others.Can play cooperatively in a group.	Can think of ideas for play with their friends.	Play creatively with friends in different areas of provision.	Invite others to play and work together to solve problems.	Work and play cooperatively and take turns with others.
Make friends and show friendliness towards others.	Begin to form attachments with adults and peers. Know that they can have more than one friend.	Develop secure attachments with adults and closer friendships with peers.	Build constructive and respectful relationships with adults and close friendships with peers.	Form positive attachments to adults and friendships with peers.
	Know that others have their own needs. Resolve conflicts with adult support.	Begin to show sensitivity to their own and others' needs. Resolve conflicts asking an adult for help when needed.	Develop their ability tp show sensitivity to their own and others' needs. Resolve conflicts.	Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills				
On entry	Autumn	Spring	Summer	ELG
Use large equipment that requires core strength and large motor skills. Take appropriate risks and challenge themselves and help keep themselves safe.	Begin to negotiate space and obstacles safely .	Negotiate space and obstacles safely and move energetically when running, jumping, dancing, hopping, skipping and climbing.	Confidently and safely use a range of apparatus indoors and outdoors and in a group.	Negotiate space and obstacles safely, with consideration for themselves and others.
Can run, climb, jump off, balance and move their whole bodies and have agility.	Develop fundamental movement skills already acquired—roll, crawl, walk, jump, run, hop, skip, balance, climb.	Begin to demonstrate strength, balance and coordination when playing.	Demonstrate strength, balance and coordination when playing. Combine different movements with ease and fluency.	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Can catch and throw balls and use other equipment.		Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.	Develop confidence and accuracy when engaging in activities that involve a ball.	

Fine Motor Skills				
On entry	Autumn	Spring	Summer	ELG
Use resources that require good hand-eye coordination and fine motor skills.	Manipulate objects such as large beads and tweezers, including using 2 hands together e.g. threading bobbins	Manipulate objects such as small beads, nuts and bolts		Use a range of small tools, including scissors, paintbrushes and cutlery.
Use a wide range of tools competently and with control.	Uses large paintbrushes, large crayons, large felt tips, chalk and a fork. Can cut a straight line with scissors in paper.	Beginning to use smaller paintbrushes, crayons, felt tips and pencils and is beginning to use a knife and fork. Can cut a curved line with scissors and can cut simple shapes (circle, square) in paper and thin card.	Uses paintbrushes, crayon, felt tips and pencils and can use a knife and fork independently. Can cut complex shapes with scissors and is able to use scissors to cut a range of materials.	As above
Hold pencils to make marks/write name.	Gives meaning to the marks they make - can explain what their pictures are	Considers and plans what they are going to draw, before making marks	Observes the items they are drawing carefully, considering the shapes and colours and plans accordingly	Begin to show accuracy and care when drawing
	Develop the skills to use a tripod grip when writing, consistently using a dominant hand.	Use a tripod grip.	Develop the foundations of the school handwriting style.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Literacy

Comprehension				
On entry	Autumn	Spring	Summer	ELG
<p>Developed an enjoyment of books and stories.</p> <p>Have favourite stories and can talk about what's happened, join in familiar phrases and understand characters.</p> <p>Sit, listen and focus their attention.</p> <p>Enjoy non-fiction books, can talk about what they see and know.</p> <p>Engage in conversations about stories and characters, sharing feelings and opinions.</p> <p>Enjoy learning new words.</p> <p>Has a repertoire of rhymes and songs.</p>	<p>Engage in extended conversations about stories when 1:1</p> <p>Understands and can name some parts of a book - front cover, back cover, page</p> <p>Understands page sequencing</p> <p>Retell familiar stories</p>	<p>Engage in extended conversations about stories when 1:1 or in a small group</p> <p>Understands and can name some parts of a book - front cover, back cover, page, title, author/illustrator</p> <p>Begin to make predictions</p>	<p>Engage in extended conversations about stories when 1:1, in a small group or whole class</p> <p>Understands and can name some parts of a book - front cover, back cover, page, title, author/illustrator, spine, blurb</p> <p>Talk about stories with inference, answering why questions.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p>

Word Reading				
On entry	Autumn	Spring	Summer	ELG
Understands print and words carry meaning.	Phonics - Continue Phase 1: Understand that print has different purposes. Understand that we read English from l-r and top to bottom. Can spot and suggest rhymes. Can count or clap syllables. Can recognise words with the same initial sound.			
Recognise some letters and say their initial sounds and recognise words with the same initial sound.	Phonics - Phase 2 Say a sound for all phase 2 GPCs and read phase 2 CEW (s a t p i n m d g o c k e u r h b f ff l ll ss) Read vc and cvc words using the GPCs and CEW that they know (phase 2 hf/tricky words: a at as is it in an l and the on not can no go to into get got back put his him) contd..	Phonics - embed Ph2, start Ph 3 Say a sound for some phase 3 GPCs and read some phase 3 CEW (J v w x y z zz qu ch sh th/th ng ai ee oo/oo oa ar or igh ur ow oi ear er air ure) Read words using the GPCs and CEW that they know (phase 3 hf/tricky words: no go l the to he she we me be was my you they her all are) contd..	Phonics — embed Ph 3, start Ph 4 Say a sound for all Phase 3 GPCs and read all Phase 3 and 4 CEW (said so have like some come were there little one do when out what) Read words using the GPCs and CEW that they know (all of phase 3)Begin to read adjacent consonants and polysyllabic words contd..	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. contd..

	Read aloud captions and simple sentences using phase 2 GPCs and CEW	Read aloud sentences and books using start of phase 3 GPCs and CEW	Read aloud sentences and books using phase 3 GPCs and CEW and beginning to use phase 4.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Writing				
On entry	Autumn	Spring	Summer	ELG
Enjoy drawing freely and give meaning to the marks they make. Knows the difference between letters and numbers.	Uses print and letter knowledge in their writing e.g. shopping list that starts at the top of the page, m for mummy. Begin to write recognisable letters. Copy own name.	Write some correctly formed letters. Writes own name without support.	Writes most lower case letters and some capital letters correctly. Write full name without support	Write recognisable letters, most of which are correctly formed.
Start to write their name and recognisable letters/captions	Begin to write VC and CVC words using known GPCs.	Write CVC words incorporating digraphs learnt so far. Spells words by identifying the sounds in them and writing the sound with letter/s - using known GPCs Begin to write simple sentences or phrases. Writing is phonetically plausible.	Spells words by identifying the sounds in them and writing the sound with letter/s - using all known GPCs Write simple sentences independently. Begin to use capital letter and full stop. Write words with adjacent consonants using phonics learnt so far. Rereads what they have written to check it makes sense	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.

Mathematics

Number NCETM Maths Mastery				
On entry	Autumn	Spring	Summer	ELG
<p>Touch count and recognise numbers 1-5 and above.</p> <p>Show finger numbers to 5</p> <p>Understand numbers have meaning.</p> <p>Can take a number from a larger group.</p> <p>begin to make marks to represent amount and may write numbers.</p> <p>Subitise.</p>	<p>They will explore the composition of numbers within 5. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.</p> <p>Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured. Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.</p> <p>contd</p>	<p>Explore the composition of numbers within and beyond 5.</p> <p>Continue to develop their subitising skills for numbers within and beyond 5.</p> <p>contd</p>	<p>Explore a range of representations of numbers, including the 10-frame. Compare quantities and numbers, including sets of objects which have different attributes.</p> <p>Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek.</p> <p>contd</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>contd</p>

	<p>Spot smaller numbers 'hiding' inside larger numbers. Begin to develop the language of whole when talking about objects which have parts.</p>	<p>Begin to identify missing parts for numbers within 5. Focus on equal and unequal groups when comparing numbers. Understand that 2 equal groups can be called a double. Explore the structure of 6 and 7 as 5 and a bit.</p>	<p>See how doubles can be arranged in a 10-frame</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>

Numerical Patterns NCETM Maths Mastery				
On entry	Autumn	Spring	Summer	ELG
Understand numbers go beyond 10.	Hear and join in with a counting sequence and connect this to the staircase pattern seeing that each number is one more than the previous number. Develop counting skills and knowledge - cardinality, one to one correspondence, etc.	Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the staircase pattern. Order numbers and play track games. Join in with verbal counts beyond 20 and hear the pattern.	Continue to develop their counting skills, counting larger sets as well as actions and sounds.	Verbally count beyond 20, recognising the pattern of the counting system.
	Compare sets of objects by matching.	Focus on equal and unequal groups when comparing numbers.	Begin to generalise about one more than and one less than numbers within 10.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
		Understand that 2 equal groups can be called a double and connect this to finger patterns. Sort odd and even numbers according to their shape.	Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude. Explore a range of representations of numbers including the ten frame and see how doubles can be arranged in a ten frame.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, space and measure White Rose				
On entry	Autumn	Spring	Summer	ELG
<p>Name basic shapes</p> <p>Sort by type</p> <p>Use the language of and understand weight, measure, size, capacity and quantity.</p> <p>Make comparisons and estimates.</p> <p>Understand positions and use them in their talk and play.</p> <p>Have awareness of time by routines and celebrations.</p> <p>Begin to see patterns in fabrics and can follow a pattern using objects.</p>	<p>Compare size, mass and capacity.</p> <p>Explore, copy, continue and create simple patterns.</p> <p>Identify, name and compare circles and triangles. Identify and name shapes with four sides.</p> <p>Spot 2D shapes in the environment.</p> <p>Begin to use everyday language related to time.</p> <p>Describe position</p>	<p>Compare mass and capacity. Explore and compare length and height.</p> <p>Identify, copy and continue more complex patterns.</p> <p>Recognise and name 3D shapes. Find 2D shapes within 3D shapes.</p> <p>Spot 3D shapes in the environment.</p> <p>Order and sequence time.</p>	<p>Identify units of repeating patterns. Create and explore own pattern rules</p> <p>Manipulate, compose and de-compose 2D and 3D shapes.</p> <p>Visualise from different positions.</p>	N/A

Understanding the World

Past and Present				
On entry	Autumn	Spring	Summer	ELG
Begin to develop a sense of the diverse world in which they live, like places, people, houses, foods, celebrations and culture.	<p>To talk about the lives of the people around us. Families and school</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences. (Remembrance and Guy Fawkes)</p> <p>To be able to identify how they have changed from when they were a baby. (self and family,</p>	<p>To know about people who help them in the local community. Doctor, librarian, shopkeeper, police, etc.</p> <p>To know some similarities and differences between the past and present time. (eg castles/dinosaurs)</p>	<p>To know and talk about the people who help them in the community. Families, school staff, doctor, librarian, shopkeeper, police, etc.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Talk about the lives of the people around them and their roles in society.</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. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

People, Culture and Communities				
On entry	Autumn	Spring	Summer	ELG
<p>Gain awareness of the similarities and differences we share and develop a positive attitude.</p> <p>Begin to develop a sense of the diverse world in which they live, like places, people, houses, foods, celebrations and culture.</p> <p>They talk about their family, visitors or places we visit and features of their local community. Understand the roles people have.</p>	<p>To be able to talk about their own lives – my family, my school, my world.</p> <p>To identify different celebrations and how people celebrate. To talk about how Hindus celebrate Diwali. To know the Christmas story and how it is celebrated.</p> <p>To recognise similarities and differences between themselves and their peers.</p>	<p>To know the name and some characteristics of the town where they live. To know that simple symbols are used to identify features on a map. To use a globe.</p> <p>To talk about Chinese New Year. To know that Christians celebrate Easter.</p> <p>Compare life in the UK to life in another country.</p>	<p>To know that the Muslim place of worship is the Mosque and the Hindu place of worship is the Temple. To compare the Mosque, Temple and Church</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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 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				
On entry	Autumn	Spring	Summer	ELG
<p>Children explore their natural world and community.</p> <p>Readily explore and investigate different collections of natural objects and materials which have similar and different properties.</p> <p>They see and can talk about the changes they see in materials cause and effect. Seasons.</p> <p>Children experience growing plants, fruit and vegetables. They understand what they need to do to help them grow, whilst gaining an understanding of decay and change over time, and how environment change.</p> <p>Children learn about animals, insects, wildlife and sea creatures, their habitats. Begin to understand the need to care for our planet.</p>	<p>To describe what they can see, hear, smell and feel when they are outside. Do observational drawings and paintings of pumpkins.</p> <p>To know features of their own immediate environment.</p> <p>To identify and recognise the features of Autumn. Sun drying up water - washing, puddles, paint, etc Ice melting - snow, snowflakes, frozen water tray, etc.</p>	<p>To know and compare habitats.</p> <p>To identify and recognise the features of Winter and Spring. Sun drying up water - washing, puddles, paint, etc Ice melting - snow, snowflakes, frozen water tray, etc.</p>	<p>To know how we care for the natural world around us; how seeds grow into plants; how insects play an important role in the environment. Observational drawings of insects.</p> <p>To identify and recognise the features of Summer. Sun drying up water - washing, puddles, paint, etc. Ice melting ice cubes, lollies, etc.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Expressive Arts and Design

Creating with Materials				
On entry	Autumn	Spring	Summer	ELG
<p>Children readily explore and find out what they can do and communicate their thoughts and feelings, what they know and understand.</p> <p>Can make representations when drawing.</p> <p>Can build complex and imaginative structures using a variety of materials. Make models and combine and join different materials together (have ideas and share their ideas)</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail.</p> <p>Join different materials and explore different textures: tapes, glues.</p> <p>Salt dough - molding</p> <p>Media - paints - explore colour and colour mixing.</p> <p>Talk with their friends/teachers about their work.</p> <p>Teacher-led</p> <p>Nativity</p> <p>Diwali</p>	<p>Explore, use and refine a variety or artistic effects to express their ideas and feelings.</p> <p>Draw with increasing complexity and detail.</p> <p>Join different materials and explore different textures - flanges</p> <p>salt dough - printing</p> <p>Media - collage</p> <p>Talk in front of a group about their work with their teacher.</p> <p>Teacher-led</p> <p>Chinese New Year</p> <p>Easter story</p>	<p>Return to and build on previous learning, refining ideas and developing their ability to represent them.</p> <p>Draw with increasing complexity and detail.</p> <p>Join different materials and explore different textures - tabs</p> <p>Media - oil pastels</p> <p>Present the ir work to the class.</p> <p>Independently role play known stories</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

Being Imaginative and Expressive				
On entry	Autumn	Spring	Summer	ELG
Children engage in pretend play and build a narrative around their play when using small world resources.	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Invent storylines in their pretend play and recount well known stories.	Adapt storylines from well known books.	Invent, adapt and recount narratives and stories with peers and their teacher.
Begin to tell stories.				
Remember and sing different songs, poems or rhymes.	Remember and sing entire songs. Nursery rhymes Nativity songs	Sing in a group, increasingly matching the pitch and following the melody.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Move along with the music. Summer sing	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.
Children are confident to express themselves verbally, through art, making objects, construction, music, song and dance/movement.				