# Reception – Skills and Knowledge progression – 2023-2024

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|  | | **Autumn 1 Science** | | **Autumn 2**  **History** | | **Spring 1**  **Science** | | **Spring 2**  **Geography** | | **Summer 1**  **Science** | | **Summer 2** | |
| **Focus**  **Theme** | | Humans  All About Me. | | Changes: My Family  People Who Help Us. | | Animals Excluding Humans  Under the Sea. | | The Local Area  Vehicles.  Buildings and Construction. | | Living Things and their Habitats  In the Garden.  Minibeasts. | | Creative Arts – Modelling  Space | |
| **Driver text** | | I Like Bees, I Don’t Like Honey  Jabari Tries (CLPE Text). | | So Much (CLPE Text). | | Billy’s Bucket (CLPE Text)  Hooray for Fish (CLPE Text). | | The Naughty Bus (CLPE Text)  Eco Girl (CLPE Text) | | Argh Spider (CLPE Text)  Bloom | | Astro-Girl (CLPE Text) | |
| **Key Knowledge** | | * Children can describe themselves, family, friends and community. * Children can create pictures of themselves, family, friends and community and their distinguishing features. * Children can talk about what they see when using a mirror. * Children can compare hand, foot and fingerprints and talk about how they are different. * Children can talk about the different factors that support their overall health and well-being: regular exercise, healthy eating, tooth brushing, having sensible amounts of ‘screen time’ and having a good sleep routine. | | * Children understand the different stages of life they have experienced and be able to sequence events from being a baby, toddler, child. * Children can talk about what their family was like before they were born and the way their family has changed. * Children can talk about the different professionals that help to keep us healthy. * Children can talk about the different members of their family and their roles. * Children can match photos of themselves as babies and now. | | * Explore floating and sinking, and talk about how they changed objects to make them float or sink. * To be able to name and describe animals that live under the sea. * To be able to sort animals that live under the sea and those that live in other habitats. * Children can describe habitats and identify the key features. * Make pirate ships from a range of materials – including natural materials and identify key features that are needed. * Can talk about the key features of a material and why it is suited for its purpose. | | * Children know that our school is in a town called Hyde. * Children can talk about some of the key features of our local area. * Use Google Earth and maps to locate key features of our local area. * Draw simple maps of our local area. * Compare how our local area is different to another environment (Forest - use Eco Girl book). | | * Look for plants and animals in the school grounds. * Children can match the minibeasts they find to photographs that identify them. * Name and describe plants and animals they find in the school grounds. * Learn how to take care of the environment, plants and animals and not to damage or harm them. * Children can use their senses when touching and smelling plants and discuss their findings. * Children can accurately use vocabulary such as:   plant, tree, bush, flower, vegetable, herb, weed, animal, some names of common plants, animal names. | | * Children can plan their designs before junk modelling, making informed decisions on materials and processes and explain their reasoning for their choices. * Children can follow their own plans to creative models based on our space theme. * Children can evaluate and reflect on their own creations and make improvements and changes where necessary. | |
| **Communication and Language** | | **Listening, attention & understanding:**   * Understand how to listen carefully and why it is important. * Engage in story times. * Listen carefully to rhymes and songs, paying attention to how they sound.   **Speaking:**   * Phase 2 phonics. * Use new vocabulary through the day. * Develop social phrases. | | **Listening, attention & understanding:**   * Engage in non-fiction books. * Listen to and talk about stories to build familiarity and understanding.   **Speaking:**   * Phase 2 phonics * Describe events in some detail. | | **Listening, attention & understanding:**   * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.   **Speaking:**   * Phase 3 phonics * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. * Use new vocabulary in different contexts, especially about their family and extended families – cousins, great grandparents etc. | | **Listening, attention & understanding:**   * Learn new vocabulary related to learning.   **Speaking:**   * Phase 3 phonics * Use new vocabulary related to topic. * Connect one idea or action to another using a range of connectives. * Ask questions to find out more and to check they understand what has been said to them. * Begin to use talk to help work out problems. | | **Listening, attention & understanding:**   * Engage in back-and-forth exchanges with teacher and peers.   **Speaking:**   * Phase 4 phonics. * Use talk to work out problems and organise thinking and activities. * Explain how things work and why they might happen. | | Consolidate and refine to close gaps, prepare for Year 1. | |
| **Personal, Social and Emotional Development** | | **Self-Regulation:**   * Talk about their feelings using words like –happy, sad, angry, worried. * Understand how others might be feeling.   Talk about what makes us the same and different.  **Managing Self:**   * Follow routines and systems throughout the day and understand why they are important. * Develop a sense of self. * Make healthy choices about food, drink supported within daily snack time and lunch time. * Meet their own personal needs - going to toilet, washing/drying hands, tooth brushing. * Putting on and taking off their own coat, shoes, wellies, uniform and forest school clothes independently.   **Building Relationships:**   * Playing with one or more children, extending and elaborating play ideas. * See themselves as a valuable individual. * Show more confidence in situations that are more social. | | **Self-Regulation:**   * Think about the perspective of others-feelings etc. * Begin to regulate their behaviour accordingly.   **Managing Self:**   * Have confidence in their own abilities and set themselves simple goals. * Be confident to try new activities. * Increasingly follow rules. * Know right from wrong.   **Building Relationships:**   * Work and play co-operatively with others. * Take turns with others. * Show sensitivity to their own and to others needs. | | **Self Regulation:**   * Show resilience and perseverance in the face of challenge.   **Managing Self:**   * Follow routines and systems throughout the day and understand why they are important. * Show more independence, resilience and perseverance in the face of challenge.   **Building Relationships:**   * Form positive relationships with both adults and peers. | | **Self Regulation:**   * Set and work towards simple goals. * Being able to wait for what they want and control their immediate impulses when appropriate.   **Managing self:**   * Follow routines and systems throughout the day and understand why they are important. * Show more independence, resilience and perseverance in the face of challenge.   **Building Relationships:**   * Begin to co-operate with peers. * Begin to resolve conflicts with others. | | **Self-Regulation:**   * Show resilience and perseverance in the face of challenge.   **Managing Self:**   * Follow routines and systems throughout the day and understand why they are important. * Show more independence, resilience and perseverance in the face of challenge.   **Building Relationships:**   * Form positive relationships with both adults and peers. | | **Readiness for Year 1:**   * Good understanding of their own and others feelings. * Ability to solve conflicts with others. * Have a positive sense of self. * Set themselves simple goals. * Have confidence in their own abilities. * Continue to understand how to look after their own bodies, including healthy eating, and manage personal needs independently. | |
| **Physical Development** | | **Gross motor:**   * Refine movement skills, rolling, crawling, walking, climbing etc. * Develop core muscle strength to achieve good posture when sitting at a table or on the floor. * Develop skills to be able to manage school day successfully (lining up, queuing, personal hygiene, etc). * Develop overall body strength, co-ordination, balance and agility. * Develop a more fluent style of moving, with developing control and grace.   **Fine motor:**   * Use one-handed tools with added confidence (drawing, cutting, paintbrushes etc). * Use a knife and fork with confidence and accuracy when cutting. | | **Gross motor:**   * Further develop skills to be able to manage school day successfully, eg lining up, queuing, personal hygiene. * Develop overall body strength, co-ordination, balance and agility to engage in PE, including dance, gymnastics, etc. * Develop a more fluent style of moving, with developing control and grace.   **Fine motor:**   * Continue to refine skills with using one-handed tools. * To develop tripod grip when using pencil. * Explore and play with small world activities, puzzles, arts and crafts. | | **Gross motor:**   * Combine different movements with ease and fluency. * Develop a more fluent style of moving, with developing control and grace.   **Fine motor:**   * Continue to refine tripod grip when using pencils. * Continue to refine skills with one-handed tools, especially scissors. * Begin to develop the foundations of a handwriting style. | | **Gross motor:**   * Safely use a range of large and small apparatus indoors and outdoors, alone and in a group. * Develop overall body-strength, balance, co-ordination and agility. * Begin to develop special awareness without adult prompts.   **Fine motor:**   * Continue to develop the foundations of a handwriting style. * Show more accuracy when drawing, e.g. adding more features to drawings. | | **Gross motor:**   * Negotiate space and obstacles safely, taking others and themselves into account. * Develop overall body-strength, balance, co-ordination and agility. * Further develop and refine ball skills – throwing, catching, kicking, passing etc. * Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.   **Fine motor:**   * Refine the foundations of a handwriting style. * Show more accuracy when drawing, eg adding more features to drawings. | | **Gross motor:**   * Confidently negotiate space and obstacles safely, ensuring consideration for themselves and others. * Develop proficiency, control and confidence with movements.   **Fine motor:**   * Use one-handed tools with control and confidence.   **Readiness for Year 1:**   * Gross and Fine motor activities daily to support confident and correct pencil grip (see pencil tracking grid). * Write their names accurately with all letters formed correctly. * Writing tricky /HFWs correctly * Being able to read their own writing. * Negotiate space and obstacles with confidence. | |
| **Literacy** | | **Reading - Comprehension:**   * Talk about familiar texts (key stories), including the events and characters. * Join in with repetitive phrases in stories that are familiar to them. * Understand what has been read to them by retelling stories and narratives. * Anticipate key events in stories.   **Reading - Word Reading:**  **Autumn 1 – Little Wandle**   * Know we read English from L to R and top to bottom. * Develop an understanding of oral blending, being able to blend sounds when a teacher says them. * Begin to read some individual letters by saying the sounds for them. * Begin to independently blend some CV and CVC words. * Spot and suggest rhyme.   **Writing:**   * Write recognisable letters related to their name, some of which are formed correctly. * Begin to form taught letters accurately during phonics and handwriting sessions. * Be able to write some or all of their first name. | | **Reading - Comprehension:**   * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.   **Reading - Word Reading:**  **Autumn 2 – Little Wandle**   * Read English text from L to R and top to bottom. * Understand that print has meaning and can be used for different purposes. * Expose to ‘tricky words’ and HFW’s, * Begin to read some letter groups that each represent one sound and say sounds for them,   **Writing:**   * Exposing them to different styles of writing in role play eg cards, lists. * Be able to write some simple CV/CVC words. * Continue to develop the ability to form letters correctly. | | **Reading - Comprehension:**   * Beginning to anticipate what might happen in stories. * Know information can be retrieved from books – non-fiction.   **Reading - Word Reading:**  **Spring 1 – Little Wandle (Start of Phase 3)**   * Know print has meaning and different purposes, eg recipes, diary, timetables etc. * Read ‘tricky words’ and know which part of the word is the tricky part. * Begin to spot digraphs and trigraphs in words and blend words containing these.   **Writing:**   * Use correct tripod grip when writing. * Most recognisable letters associated to child’s name correctly formed. | | **Reading - Comprehension:**   * Anticipate what might happen in the stories they are reading. * Predict an alternative ending for their story.   **Reading - Word Reading:**  **Spring 2 – Little Wandle**   * Read some common exceptions words matched to school’s phonic scheme. * Read words which contain double letter digraph – hammer, rubber etc. * Read words containing more than one syllable.   **Writing:**   * Form lower-case and some capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letters. | | **Reading - Comprehension:**   * Anticipate what might happen in the stories they are reading. * Predict an alternative ending for their story.   **Reading - Word Reading:**  **Summer 1 – Little Wandle (Start of Phase 4)**   * Read simple sentences and phrases made up of words with known letter-sound correspondences. * Segment and blend CVCC and CCVC words. * Confidently read a number of tricky words.   **Writing:**   * Write short sentences with words with known sound-letter correspondences. * Include capital letters and full stops in their writing. | | **Reading - Comprehension:**   * Begin to read longer stories and explain what they have read.   **Reading word reading:**  **Summer 1 – Little Wandle**   * Reading longer sentences which contain longer words which contain digraphs and trigraphs. * Read up to 10 digraphs confidently.   **Writing :-**   * Write a simple sentence that can be read by others. * Re-read what they have written to check it makes sense.   **Readiness for Year 1:**   * Reading a variety of books independently. * Talk about the story they have read, key events. * Make sensible predictions about a new story. * Enjoy rhymes, poems and songs. * Reads at home. * Talk about a book they have read explain why they have liked or not liked it. * Form letters correctly using correct starting point. * Write simple sentences and phrases which can be read by others. | |
| **Mathematics** | | * Match objects and pictures to those that are the same. * Identify a set of objects. * Sort objects to a type (by colour, size, by characteristic). * Create sorting rules. * Compare amounts between two sets (using language such as more, fewer, the same as). * Compare size, mass and capacity. * Create simple patterns. | | **Skills from first half term ongoing.**  **Number:-**   * Count objects between 0 – 10 and say how many objects there are. * Recite numbers beyond 10 * One to one correspondence to 10 * Show finger numbers up to ten * Begin to use dice to recognise numbers through dots (subitise) * Working daily with objects 1-10 and beyond recognise these quickly * Begin to understand the value of numbers to 6 and through role play/snack time practise addition, subtracting, doubling and sharing numbers to 6 * Use numicon, beads string, number line etc to display the number value * Explore ways to record number quantities- tally, dots, numbers cards etc * Begin to compare number amounts 1-5, recognise when the amount is the same/more/less * Begin to understand number bonds to 5   **Numerical patterns:-**   * Talk /recognise and find 2D shapes * Creating pictures and patterns using 2D shapes * Extend and create ABAB patterns * Notice and correct an error in repeated pattern * Complete a age appropriate jigsaw/puzzle * Can build models with a variety of construction, can select blocks to build a structure. * Use words long, short, heavy, light explore scales for balance, use words full and empty   Number of the week 0-10  Everyday counting – birthdays, calendar, numicon,  Using real life resources,  Number blocks,  five and ten frames  Number songs  Count in play based learning | | **Skills from first half term ongoing.**  **By end of Autumn 2**   * Secure 1-1 correspondence to 10 * Begin to develop skills for addition, suntracting, sharing, doubling with numbers up to 6 * Begin to represent numbers * Begin to develop the vocabulary of shape and measure | | **Skills from first half term ongoing.**  **Number:-**   * Count objects between 0 – 20 and say how many objects there are and match objects to number amounts * Can tell an adult how many by counting out loud * Can guess how many with near accuracy * Can give 7,8,9,10 objects with confidence, extend beyond 10 * Understand 1 and 1 makes 2, count 1,2,3,4,5, with objects and add one more to make next number * Double numbers 1-5 * Divide 10 objects into two groups * Know 5 add 5 is 10, with modelled number sentence * Know 2 add 2 is 4 and 1 and 1 is 2 * Can sing and act out number songs counting forwards and backwards * Start to recognise numbers to 20 * Count in 2s to 20 * Count in 10s to 100 * Recognise numbers within 100 in role play * Begin to explore number bonds to 10 and double facts * Distribute an amount evenly to peers eg snack/ cubes/ cars etc * Begin to recognise odd and even numbers   **Numerical patterns:-**   * Talk about /recognise and find 2D /3D shapes * Creating pictures, patterns and models using 2D/3D shapes * Combine shapes to make new ones * Name 2D/3D shapes including pentagon, hexagon, octagon/Sphere, cube, cuboid * Extend and create ABB then ABBC patterns increase complexity of this * Notice and correct an error in repeated pattern * Complete a complex puzzle * Use words long, short, heavy, light explore scales for balance, use words full and empty   Number of the week 0-10  Everyday counting – birthdays, calendar, numicon,  Using real life resources,  Number blocks,  five and ten frames  Number songs  Count in play based learning | | **Skills from first half term ongoing.**  By end of Spring 2   * Develop skill of additional/ subtracting / sharing / doubling within 10 / 20 * Develop skill for writing numerals * Begin to recognise odd and even numbers * Developing the use of SSM * Say if something is longer or shorter than a pencil * Order two objects according to length * Order two objects according to weight * Order two objects according to which will hold the most | | **Skills from first half term ongoing.**  **Number:-**   * Compare number amounts up to 20, recognise and say ‘this amount is the same / equal to’ * Understand 1 more when asked ‘I more than’ to 10 * Count 1-10 adding one more object to make the correct amount, line up 10 and say ‘1 less is moving back 1’ * Know number bonds to 10, 1+2= 3 / 4 +5 = 9 etc * Can say how many more we need to make 10 * Can use a number frame to say how many more are needed to make a number * Use number knowledge to solve everyday problems * Can write doubles in a simple number sentence   **Numerical patterns:-**   * Select rotate and manipulate shapes when problem solving / construction to develop special reasoning * Compose and decompose shapes so children recognise shapes can other shapes within it, just has numbers can * Create and correct more complex patterns * Compare length, weight and capacity in problem solving activities   Number of the week 0-10  Everyday counting – birthdays, calendar, numicon,  Using real life resources,  Number blocks,  five and ten frames  Number songs  Count in play based learning | |
| **Understanding the World** | | * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see using a wide vocabulary. * Compare and discuss what makes us the same and different. * Learn about different feelings, caring for others. * Compare and contrast home and school environments. * Describe what they can hear, see and feel outside. * Beginning to use descriptive words about what they see outdoors. * Use all their senses to explore natural world around them, through indoor/outdoor play. | | **People, cultures and communities:**   * Talk about members of their immediate family and their community. * Draw their family * Tell others about their family and share family photos. * Name and describe people who are familiar to them. * Can share something from home to tell others about their family life and answer questions about their family. * Talk about what they like to do outside of school.   **Past and present:**   * To talk about themselves and share baby photographs. * To talk about how their families have changed and what they used to be like before they were born. * Comment on images of familiar images from the past, say something is old. * Explore old artefacts and say why they are old. | | **People, cultures and communities:**   * Understand that some places are special to people in their community – church, mosque. * Recognise a church, mosque and say what it is * Recognise people have different beliefs and celebrate special times in different ways. * Can tell you about their beliefs and tell you about what their family celebrate. * Can celebrate similarities and differences with a positive attitude. * Go into assemblies. * Listen to people from different religions and cultures. * Talk about places of worship are near school. * Learn about different feelings, beginning to understand their own feelings and how to moderate these.   **Past and present:-**   * Compare and contrast characters from stories – figures from the past, can say if the character in the story is old, say if the story is about the past * Learn traditional stories from the past – Guy Fawkes, Christmas, Eid, Remembrance Day etc * Tell a tale from another culture.   **The Natural World :-**   * Understand the effect of change of seasons, talk about the weather, say if they need a coat, observe changes in the weather. * Talk about the habitats of different animals. * Classify and sort animals based on their characteristics and features. * Discuss the ocean/sea. | | **People, cultures and communities:**   * Talk about where they live, look at photos, videos, books, google earth etc. * Find where they live on a map/Google Earth. * Talk about places they visit, can they find them on the map, eg park, farm etc. * Describe their immediate environment. * Show others a map. * Find local features on a map. * Explore the are where they live on a map. * Make a treasure map with ‘X’ marking the treasure spot.   **The Natural World :-**   * Recognise some environments that are different to the ones they live in. * Tell others they live in a town. * Find and name the nearest city on a map. * Say where they live and describe the features. * Talk about the countryside and say why it’s different to where they live. * Talk about why something is natural or man-made. | | **The Natural World :-**   * Describe what they can see outdoors * Identify a plant. * Identify an animal. * Explore and use more unfamiliar areas outdoors. * Tell others about familiar plants and name them. * Tell the difference between bushes and tree. * Name birds familiar to their environment. * Observe changes such as chicks hatching. * Talk about the changes in the life cycle of a chick. * Observe and draw pictures of animals and plants. * Research animals and their homes * Find out about spiders, what they eat, where they live and where they go. * Draw detailed picture of a spider /web. | | **The Natural World :**   * Describe what they can see outdoors. * Talk about the differences between day and night. * Know some basic facts about the solar system. * Talk about some of the processes of the natural world.   **People, cultures and communities:**   * Describe their immediate environment using knowledge from observation, discussion, non-fiction texts. | |
| **Expressive Arts and Design** | | **Creating with Materials:**   * Start to explore different materials freely to develop their ideas of how to use them and explore what to make. * Start to develop their own ideas and use materials to express them. * Join different materials and explore different textures. * Use drawing to represent ideas and show different emotions in their drawings. * Draw a simple representation of themselves, including details of their facial features.   **Being Imaginative and Expressive:**   * Take part in simple pretend play using an object to represent something. * Begin to develop stories using small world equipment. * Listen with increased attention to sounds. * Remember and sing entire songs, familiar nursery rhymes and build up repertoire of nursery rhymes and traditional songs from different cultures. * Join in songs using actions. * Experiment with using different musical instruments. | | **Creating with Materials:**   * Explore a range of natural materials within CP. * Create collaboratively sharing ideas, resources and skills. * Explain the processes they have used. * Safely use a variety of tools and techniques. * Experiment with colour texture and form   **Being Imaginative and Expressive:**   * Listen attentively, move to and talk about music expressing their feelings and responses. * Sing in a group. * Develop story lines in a pretend way. | | **Creating with Materials:**   * Explore, use and refine artistic effects to express an variety of ideas * Mix colours and know the colour they want to create.   **Being Imaginative and Expressive:**   * Watch and talk about dance and performance art expressing their feelings and responses. * Watch a simple performance and say what I liked about it. * Watch a performance with enjoyment, telling us about the show I watched and what I liked about it. * Choose a song I like to dance to and move their body in a variety of different ways. * Listen to different styles of music. * I can sing on my own or in a group. * Practise singing with adults following melody and pitch. | | **Creating with Materials:**   * Can mix colours and add white or black to get the colour they want. * Create and refine ideas when drawing maps for naughty bus. * Return to and build on previous learning and refine their ideas. * Independently make their own creations over a few days.   **Being Imaginative and Expressive:**   * Watch and talk about dance and performance art expressing their feelings and responses. * Watch a simple performance and say what I liked about it. * Watch a performance with enjoyment, telling us about the show I watched and what I liked about it. * I can sing on my own or in a group. * Practise singing with adults following melody and pitch. | | **Creating with Materials:**   * Create collaboratively sharing ideas, resources and skills. * Independent model making.   **Being Imaginative and Expressive:**   * Explore and engage in music making in dance, performing in solo or in groups. * Enjoy listening to different styles of music. | | C**reating with Materials**   * Using different materials to create their own rocket/space ship and astronaut accessories – using knowledge drawn on experimenting with materials over the year to decide which would be best to use. * Experiment with different ways of joining materials together. * Independent model making.   **Being Imaginative and Expressive:**   * Create stories and adventures for their models, talking about their imaginative adventures. * Performing interpretive dances in groups or solo, deciding on their own moves, based on our key text. | |