# Reception – Skills and Knowledge progression – 2023-2024

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|  | **Autumn 1Science** | **Autumn 2** **History** | **Spring 1****Science** | **Spring 2** **Geography** | **Summer 1****Science** | **Summer 2** |
| **Focus****Theme** | Humans All About Me. | Changes: My FamilyPeople Who Help Us. | Animals Excluding HumansUnder the Sea.  | The Local AreaVehicles.Buildings and Construction. | Living Things and their HabitatsIn the Garden.Minibeasts. | Creative Arts – Modelling Space |
| **Driver text** | I Like Bees, I Don’t Like HoneyJabari 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.
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| **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.
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| **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.
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| **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.
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| **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 0-10Everyday counting – birthdays, calendar, numicon,Using real life resources,Number blocks, five and ten framesNumber 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 0-10Everyday counting – birthdays, calendar, numicon,Using real life resources,Number blocks, five and ten framesNumber 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 0-10Everyday counting – birthdays, calendar, numicon,Using real life resources,Number blocks, five and ten framesNumber 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.
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| **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.
 |