

**Old Hutton Primary School**  
**Reception Skills Development Progression**  
**Prime Areas**

**These statements are split, but all should apply on an ongoing basis throughout the year.**

<b>Progression of Personal, Social and Emotional Development</b>							
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>
<b>Self-Regulation</b>	To be able to follow one step instructions,  Recognise different emotions.  Focus during short whole class activities.	To talk about how they are feeling.  To consider others feelings.	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally.	To be able to control their emotions using a range of techniques.	To follow instructions of three steps or more.	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul>
<b>Managing Self</b>	To wash hands independently	To understand the need to have rules.	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing.	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	<ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<b>Building Relationships</b>	To seek support from adults.  Gain confidence to speak to peers and adults.	Begin to develop friendships.	To be able to use taught strategies to support turn taking.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To be able to have confidence to communicate with adults around the school.	<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>

<b>Progression of Communication and Language</b>							
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>
<b>Listening, Attention and Understanding</b>	To be able to understand how to listen carefully and know why it is important.	To begin to understand how and why questions.	To be able to ask questions to find out more.	To retell a story and follow a story without pictures or props.	To be able to understand a question such as who, what, where, when, why and how.	To be able to have conversations with adults and peers with back-and-forth exchanges.	<ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<b>Speaking</b>	To be able to talk in front of small groups and their teacher offering their own ideas.	To be able to use new vocabulary throughout the day.	To talk in sentences using conjunctions e.g. and, because	To engage in non-fiction books and to use new vocabulary in different contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To be able talk in sentences using a range of tenses.	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul>

							- 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.
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Progression of Physical Development							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Gross Motor Skills</b>	To move safely in a space.	Explore different ways to travel using equipment.	To be able to control a ball in different ways, balance on a variety of equipment and climb	To jump and land safely from a height.	To move safely with confidence and imagination, communicating ideas through movement.	To play by the rules and develop coordination.	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Fine Motor Skills</b>	Begin to use tripod grip when using mark making tools.	To accurately draw lines, circles and shapes to draw pictures.	To handle scissors, pencil and glue effectively.	Able to use cutlery appropriately.	Hold scissors correctly and cut out small shapes.	To form letters correctly using a tripod grip.	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>