



Reception progression of skills

R	Context	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
Aut 1	All About Me	<ul style="list-style-type: none"> Follow adult cues to listen. Know behaviours for successful listening. Participation in predictable texts (TFW - Little Red Hen). Participates in small group and one-to-one discussions with increasing confidence. Recall a range of simple nursery rhymes. Begins to ask simple questions. Recall and define specialist vocabulary for the half term. 	<ul style="list-style-type: none"> PE - Dance; Begins to understand the importance of exercise. Copies and repeats actions, beginning to link some of them together. Changes direction and stops quickly. Learn how to form some letters correctly. Cut along lines. Thread and peg. Stack, align and balance blocks of different shapes and sizes. 	<ul style="list-style-type: none"> Follow classroom routines and expectations. Can put on a coat independently, with some help with fastenings. Begin to try new activities and access some of the classroom independently. Distinguish between healthy good choices and special treats. Define what makes me special (Elmer/come and see). Building strategies to make new friends. Comes into school with increasing confidence. Comfortably participates in adult-led tasks one to one. Knows that everybody is different and special Build a vocabulary around feelings. 	<ul style="list-style-type: none"> Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes and stories. (Talk for Writing – The Little Red Hen) Begin Read Write Inc. - Set 1 sounds Learn how to form some letters correctly. Use marks or some letters for meaning. Know how to read own name and begin to write their name. Begin to write labels, using phonic knowledge. Develop a love for Books and early comprehension skills through 'Book Talk!' sessions. 	<ul style="list-style-type: none"> Settling in and introducing provision Key times of the day and class routines. Counting principles – one to one, stable order, cardinal, abstraction, order irrelevance. Counting forwards to 10, making the number after and counting on from a given number. Count sets of objects or actions, demonstrating the cardinal rule within 5 and then 10. Match and sort – finding one exactly the same, sorting by different attributes. Compare amounts – comparing sets, more, the same, fewer. Compare size, mass and capacity – language, order. Exploring pattern – copy, continue, create simple patterns, AB 	<ul style="list-style-type: none"> We are all special - Identify similarities and differences between ourselves and others. Talk about our families and the people special to us. Talk about what we would like to be when we grow up and begin to explain why. Compare baby photos - know that children were babies in the past, and adults were children. Describe changes. Know and describe the different roles of significant adults in the school community. Come and see – Myself (Domestic Church), Welcome (Baptism) 	<ul style="list-style-type: none"> Stack, align and balance with bricks on a range of scales. Draw familiar people from memory with attention to detail. Draw a self portrait. Demonstrate ability to role play, enacting familiar routines. Mark the pulse of pieces of music using body percussion. Use body and movement to retell stories (TFW-The little red hen) Copy, memorise, sing and perform simple hand action nursery rhymes/songs.
Aut 2	Time Travellers	<ul style="list-style-type: none"> Listen to more complex rhymes and join in with repeated refrains. Begin to extend responses. Formulate and respond to "Why?" and "How?" questions. Begins to follow two step instructions. Recall and define specialist vocabulary for the half term. 	<ul style="list-style-type: none"> PE - Fundamental skills; Move safely in a large space, negotiating obstacles. Travel in different ways with control and co-ordination. Jump in different ways, and learn how to land appropriately. Begins to throw, roll and kick a range of equipment. Changes direction and stops quickly. Learn how to form some letters correctly. Cut and turn along outlines. Join and separate small construction kit components by clicking and twisting. Stack and align irregular and natural objects 	<ul style="list-style-type: none"> Follow wider school regimes. Confident to access different areas of the classroom independently. Can put on a coat independently, including zips. Articulate and demonstrate teeth cleaning. Articulate and demonstrate handwashing and food preparation. Comfortably participates in adult-led tasks in a small group with other children. Learn some strategies to help us self-regulate. Articulates how they are feeling, in response to events and stories. Identify healthy ingredients in healthy snacks. Begins to follow two step instructions. 	<ul style="list-style-type: none"> Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. Discuss and define key vocabulary in stories and rhymes. Read Write Inc – Set 1 sounds (including digraphs) Learn how to form some letters correctly. Begin to sound out and blend CVC words, using phonic knowledge. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write labels, lists and captions using phonic knowledge. 	<ul style="list-style-type: none"> Counting backwards within 10, understanding the number before and counting back from a given number. Representing 1, 2 and 3 Comparing 1,2 and 3 Composition of 1, 2 and 3 Representing numbers to 5 Accurately using counting principles. One more and less Name a range of 2D shapes and begin to talk about their properties. Positional language – describe how items are positioned in relation to other items. Time – night and day, measuring time in simple ways. 	<ul style="list-style-type: none"> Describe changes to trees and plants in Autumn. Know that people from the past have an impact on today (Bonfire Night). Learn about different cultures and traditions (Diwali). Describe beliefs and traditions of different religious groups. Predict, describe and explain changes of state with insta-snow. Describe family Christmas traditions. Come and see – Birthday (Advent and Christmas), Islam/Judaism Describe how buildings have changed over time Describe how jobs have changed over time Describe how transport has changed over time Describe how toys have changed over time Describe the impact of computers on life and cultures and the benefits they bring. 	<ul style="list-style-type: none"> Explore the use of colour mixing using both pastels and paints. Begin to predict the outcome of colour mixing. Generate short narratives using small world props. Re-enact historical stories using small world props/costumes/role play (The Nativity/Christmas Story) Learn, memorise and perform a small repertoire of short repetitive songs (Nativity). Become more confident with further action songs/circle time games. Use musical instruments to imitate sounds they have heard (fireworks) Learn how to create observational drawings as a new technique (Autumn walk)
Spr 1	My World	<ul style="list-style-type: none"> Play with words and "funny" rhymes/poems, including "add your own word" rhymes. Participate in familiar stories, joining in with repeated refrains. (Traditional Tales, Talk for Writing - The Gingerbread Man) Add connectives on the end of simple responses to include detail or causative extensions. Takes turns to speak in small groups and during whole class discussions. Begins to share their own ideas in class discussions and in a small group. Confidently follows two step instructions. Recall and define specialist vocabulary for the half term. 	<ul style="list-style-type: none"> PE - Ball skills; Kick and throw a ball towards a target with increasing control. Roll and track a ball, and begin to dribble a ball with hands and feet. Practice throwing and catching a ball with a partner. Bounce a ball and attempt to catch it. Recognise body changes during exercise. Practice writing letters and numbers, forming many correctly. Weave, thread and tie. Use small hammers accurately (Tinker Shed). 	<ul style="list-style-type: none"> Articulate the rationale for school regimes and expectations. Work in a small group on tasks like turn-taking games. Articulate simple problem solving approaches. Make healthy snacks. Confidently follows two step instructions. 	<ul style="list-style-type: none"> Explore a range of Traditional Tales and stories. Retell stories, and record them on a story map. (Talk for Writing – The Gingerbread Man) Make links between texts. Name book characters and describe their qualities. Recall key elements of books they have heard and read. Express preferences for books. Learn word play rhymes and more complex nursery rhymes. Discuss and define key vocabulary in stories and rhymes. Read Write Inc. – Ditty Groups Practice the formation of letters, many of which are correctly formed. Read simple phonically regular captions and sentences. Begin to write simple sentences with regular words, including those with digraphs. (Hold a Sentence) 	<ul style="list-style-type: none"> Count forwards and backwards within 20. Introduce Zero Comparing numbers to 5 – more than, the same as, fewer than. Composition of 4 and 5 – including part, part, whole model. Subitise to 5. Representation and composition of 6, 7 & 8. Arranging 6, 7 and 8 into smaller groups. Order and compare representations. Making pairs – understand that a pair is 2, noticing odd ones out. Combining 2 groups to find the total. Comparing mass and capacity – heavy and light. Comparing length and height using mathematical language e.g. tall, short, long. Start to measure using non-standard measures e.g. blocks, feet, hands etc. Time – sequencing the day, narrate a week 	<ul style="list-style-type: none"> Describe changes to trees and plants in Winter. Town and Countryside - compare and contrast. Draw a simple map of their journey to school and describe key features of their local area. Describe and explain changes of state with water. Describe and re-enact traditions from Chinese New Year. Celebrations - Lantern parade. Understand the history behind Chinese New Year (Chinese Zodiac). Come and see – Celebrating (Local Church), Gathering (Eucharist) 	<ul style="list-style-type: none"> Begin to locate and predict geometric patterns/shapes in the environment. Begin to mark the beat and imitate different rhythms using a range of instruments. Create new colours by layering and overlapping different colours (translucent). Construct a bridge using a fold technique. Begin to use a variety of methods to create artwork (Ripping, weaving, twisting,wrapping). Retell episodes from Begin to locate and predict geometric patterns/shapes in the environment. know stories in role play or small world (Traditional tales/Chinese New Year). Imitate different rhythm patterns with tapping instruments. Use instruments to create a performance (Chinese New Year) Dance with large arm movements using props, ribbon and fabric (Chinese New Year)
Spr 2	We are Stewards	<ul style="list-style-type: none"> Tell entire familiar stories using sequenced illustrations as prompts. Learn appropriate vocabulary to support instruction writing Answer open ended or speculative questions. Teach new skills to others verbally and by demonstration. Recall and define specialist vocabulary for the half term. Confidently takes part in class discussions, sharing their own ideas. 	<ul style="list-style-type: none"> PE; Travel around, under, over and through balancing and climbing equipment. Articulate ways to stay safe on some apparatus. Explore balancing, taking weight on different parts of the body. Learn different ways to roll and create different body shapes. Practice writing letters and numbers, forming many correctly. 	<ul style="list-style-type: none"> Work in a small group on tasks, like turn-taking games. Begins to show resilience and perseverance when facing new challenges and activities. Articulate how to solve simple problems. Choose ingredients suited to healthy snacks. Use a range of strategies to self-regulate. 	<ul style="list-style-type: none"> Understand cause and effect in books they have heard or read. Predict the endings of books. Demonstrate their understanding of books they have heard or read, by answering simple questions. Read Write Inc. – Ditty Groups Practice the formation of letters, many of which are correctly formed. Read simple stories, recognising some common exception words. Write simple sentences with regular words, including those with digraphs. (Hold a Sentence) 	<ul style="list-style-type: none"> Count forwards and backwards within 20. Representation and composition of 9 and 10. Comparing numbers to 10 Bonds to 10, using real objects in different contexts. Explore 3D Shape, including properties, similarities, differences, sorting. Pattern – more complex patterns. Consolidation of key skills (subitising, counting, comparing and ordering, composition, sorting and matching) 	<ul style="list-style-type: none"> Describe changes to trees and plants in Spring. Living eggs - Observe and sequence the life of a baby chick/ducklings, from hatching to maturity. Know and demonstrate how to grow seeds and care for seedlings – plant a "beanstalk". Come and see – Growing (Lent/Easter) 	<ul style="list-style-type: none"> Make increasingly detailed observational drawings and paintings of natural found objects and living things (Chicks/Ducks). Make considered choices to create mixed media artwork. Speak and act in role, demonstrating recall of people in the community. Retell episodes from a known story with dialogue using small world figures (Jack and the Beanstalk)

Sum 1	The World Around us	<ul style="list-style-type: none"> Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props. Answer open ended or speculative questions. Asks questions to clarify their own understanding. Offer explanations for why things happen when reading stories, and during investigations (e.g. floating and sinking) Process three step instructions. Recall and define specialist vocabulary for the half term 	<ul style="list-style-type: none"> PE - Mini-Tennis; Move safely in a large space, negotiating obstacles. Throw and catch a ball with increasing accuracy. Throw a tennis ball into the air and begin to catch it. Aim, roll, track and collect a ball. 	<ul style="list-style-type: none"> Engage in more complex and extended turn taking games. Empathise with the feelings of others. Read facial expressions and body language, and extend the vocabulary of emotions. Process three step instructions. Articulate reasons for success or failure in a challenge. 	<ul style="list-style-type: none"> Predict the development of the plot. Empathise with characters. Access simple information books. Demonstrate their understanding of books they have heard or read, by answering increasingly complex questions. Read Write Inc. – Books and Set 2 Most letters are correctly formed. Segment and blend CVCC/ CCVC words, using phonic knowledge. Read simple stories, recognising some HFW and common exception words. Write short compositions with more than one sentence, using some full stops. 	<ul style="list-style-type: none"> Count by rote to 50. Building numbers beyond 10 Counting patterns beyond 10 Adding more and counting on. Taking Away and counting back. 'First, then and now' stories. Finding 'unknown then'. Spatial reasoning- Match, rotate, manipulate. (Shapes, models) Odd one out. Spatial reasoning – Compose and decompose. Make 2D shapes out of other 2D shapes, tangrams. 	<ul style="list-style-type: none"> Name features on a simple map, identifying some local landmarks. Identify similarities and differences between Monkseaton/Newcastle and the France. Use Google Earth, including street view, to identify similarities and differences between environments. Compare physical features using aerial views. Know that different languages are spoken around the world and learn some key vocabulary from some of them. (French, Italian) Know what floating and sinking means. Predict which objects will float or sink and begin to give reasons why. Come and see – Good News (Pentecost) 	<ul style="list-style-type: none"> Create famous landmarks using a variety of media and materials (All around the world topic) Printing and rolling paint to achieve a desired outcome Echo simple short rhythmic phrases with untuned percussion. Print accurately with paint to achieve, effect and describe design choices. Select a range of materials to collage with a design idea and explain choices. Move rhythmically on the spot and travel using hands or feet to mark the beat.
Sum 2	The Animal Kingdom	<ul style="list-style-type: none"> Generate original narratives using small world, figures or puppets or in role play with open ended props. Process language which includes challenging adjectives, verbs and positional vocabulary in instructions. Play games where they give instructions to each other. Recall and define specialist vocabulary for the half term. Talk in full sentences, using appropriate tenses most of the time. 	<ul style="list-style-type: none"> PE - Athletics; Articulate and begin to explain changes that happen to the body during exercise. Throw with increasing control, using a range of equipment. Run safely at different speeds. Jump and land appropriately. Hop and land with increasing control. Suggest ways to use equipment safely and manage some risks. Form most letters correctly. Write with a secure pencil grip. 	<ul style="list-style-type: none"> Engage in games where different participants have different roles. Show resilience and perseverance when facing new challenges and activities. Build strategies to challenge undesirable behaviour towards others. Play games where they give instructions to each other. 	<ul style="list-style-type: none"> Articulate the dilemmas characters face in stories. Demonstrate their understanding of books they have heard or read, by answering questions from the point of view of different characters. Read Write Inc. – Books and Set 2 Most letters are correctly formed. Read simple stories, recognising a range of HFW and common exception words. Write short compositions with more than one sentence, using some full stops, capital letters and finger-spaces. 	<ul style="list-style-type: none"> Count by rote to 100. Doubling Sharing and grouping – making equal groups, resolving what to do if items are left over. Even and odd Deepening understanding – problem solving. Numerical patterns and relationships – copy, continue, create. Pattern fixing. Spatial reasoning - Visualise and Build (Replicating models and patterns, building an unseen model following instructions) Spatial reasoning- Mapping 	<ul style="list-style-type: none"> Describe changes to trees and plants in Summer. Explore what life would have been like in the past – dinosaurs. Recal Compare, contrast and identify differences and similarities with life today Know and describe the different roles of significant adults in the school community – in Year 1, transition. Knows there are different classifications of animals and can describe some key features of mammals, birds, reptiles, amphibians and fish Knows the difference between pets, farm animals and wild animals Can name and describe the key physical characteristics of a number of animals Can explain how to care for an animal and what they need to stay alive Can name and describe a number of habitats Can explain and describe the life cycle of a frog Knows how to search and retrieve information about animals by using the internet Can describe the key changes in weather that occurs in summer Knows what we can do in summer that we can't necessarily do in other seasons 	<ul style="list-style-type: none"> Make detailed and accurate observational drawings of natural found objects and living things, including matching colours. Wildflower meadows Generate simple narratives with role play props or small world. Use dance gestures and movements to tell a story. Body percussion and instrumental sound effects to tell a story. Shape and mould wet sand/clay with hand tools to create particular effects.