



RECEPTION Progression of Skills – a brief overview

All children are unique and develop at their own pace. However typically children follow a similar progression in the development of key skills and understanding. Staff are mindful of this as they interact with the children during the session.

Please also see our Progression of skills (or common play behaviours) for areas of the unit.

Area of Learning	Autumn Term	Spring Term	Summer Term
COMMUNICATION AND LANGUAGE			
Listening, attention and understanding	Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.	Ask questions to find out more and to check they understand what has been said to them. 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. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.	Use talk to explain how things work and why things might happen 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	Develop social phrases. Use new vocabulary through the day. Articulate their ideas and thought in well-formed sentences.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			
Self-regulation	Express their feelings and consider the feelings of others. Talk with others to solve conflicts.	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

			<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>
Managing self	<p>Remember rules without needing an adult to remind them.</p> <p>Know and talk about the different factors that support their own health and wellbeing. (physical activity, healthy eating, toothbrushing, sensible amounts of screen time, a good sleep routine, being a safe pedestrian)</p>	<p>Manage their own needs.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building relationships	Build constructive and respectful relationships.	<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
PHYSICAL DEVELOPMENT			
Gross motor skills	<p>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop the skills they need to manage the school day successfully (lining up and queuing, mealtimes)</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine motor skills	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons)</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>

LITERACY			
Comprehension	<p>Answer questions about a text that has been read to them.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p>	<p>Asks questions about stories.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</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, non-fiction, rhymes and poems and during role-play.</p>
Word reading	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short (vc and cvc) words made up of known letter-sound correspondences.</p> <p>Read simple cvc words ending in -s.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend cvc words with -s and -ing endings.</p> <p>Begin to read simple double consonant and 2 syllable words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Blend cvc words with -es and -ed endings.</p> <p>Say a sound for each letter in the alphabet and at least 10 diagraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Writing	<p>Take an interest in mark making and give meaning to these marks</p> <p>Form some lowercase letters correctly</p> <p>Recognise and write their own name.</p> <p>Begin to write initial sounds and some other sounds they can hear in words.</p> <p>Begin to write vc and cvc words by segmenting.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (including words ending with -s)</p>	<p>Form most lower-case letters correctly.</p> <p>Write cvc words with -s and -ing endings.</p> <p>Begin to write simple double consonant and 2 syllable words.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Begin to write cvc words with -es and -ed endings.</p> <p>Form most lower-case and capital letters correctly</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Re-read what they have written to check that it makes sense.</p>
MATHEMATICS			
Number	<p>Develop the key skills of counting objects, actions and sounds, including saying the numbers in order and</p>	<p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system. (Talk about how many spaces are filled or unfilled)</p>	<p>Begin to add and take away.</p> <p>Share equally.</p> <p>Double numbers.</p>

	<p>matching one number name to each item.</p> <p>Joins in and sings counting songs and number rhymes.</p> <p>Listen to and enjoy stories that involve counting.</p> <p>Look at small quantities in familiar patterns, for example a dice, and random arrangements, saying how many they can see (subitise to 5)</p> <p>Begin to use 5 frames to become familiar with the tens structure of the number system.</p> <p>Begin to link the numeral with its cardinal number value.</p>	<p>Explore the composition of numbers to 10.</p> <p>Subitise.</p> <p>Compare numbers.</p> <p>Count beyond 10.</p>	<p>Automatically recall number bonds for numbers 0-5/0-10.</p> <p>Have a deep understanding of number 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including some subtraction facts) and some number bonds to 10, including doubling facts.</p>
Numerical patterns	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Distribute items evenly from a group.</p>	<p>Count beyond 10, noticing patterns within the structure of counting.</p> <p>Become familiar with two-digit numbers and start to notice patterns within them.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Begin to recognise odd and even numbers.</p>
	<p>Match, sort and compare.</p> <p>Circles, triangles and shapes with 4 sides.</p> <p>Select, rotate and manipulate 2d shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare size, mass and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Explore and compare mass and find a balance.</p> <p>Explore and compare capacity, length, height and time.</p> <p>Sequencing time.</p> <p>Exploring 3D shape.</p>	<p>Explore mapping.</p> <p>Create own pattern rules.</p> <p>Describing position.</p>
UNDERSTANDING THE WORLD			
Past and present	<p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</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.</p> <p>Understand the past through settings, characters and</p>

			events encountered in books read in class and storytelling.
People, cultures and communities	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways.	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
The natural world	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
EXPRESSIVE ARTS AND DESIGN			
Creating with materials	Explore use and refine a variety of artistic effects to express their ideas and feelings.	Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being imaginative and expressive	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses.	Invent, adapt and recount narratives and stories with peers and their teacher. 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.