

Reception skills progression

		Reception Baseline (3-4 S)	Reception Autumn 2 Rec	Reception Spring 2	Reception Summer 2	On Track End of Reception ELG	
Prime areas	Communication and Language	Listening and Attention	<ul style="list-style-type: none"> • Understand and act on longer sentences like 'find your coat' • Understand simple instructions like 'stop' • Understand simple questions about who, what and where (but generally not why) 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> • 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. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify familiar objects and properties for practitioners when they are described e.g. "Katie's coat" • Use speech sounds p, b, m, w • Copy your gestures and words 	<ul style="list-style-type: none"> • Engages in conversation with adults and peers. • Use talk to organise themselves and their play. • Use sentences joined with words like 'because', 'or', 'and' 	<ul style="list-style-type: none"> • Participate confidently in conversation and discussions. • Uses new vocabulary • Articulate thoughts and ideas in well-formed sentences. • Connect one idea to another using a range of connectives. • Describe events in some detail. 	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and how they might happen. • Uses new vocabulary in different contexts. • Talks in full sentences, using a range of connectives and using past, present and 	<ul style="list-style-type: none"> • 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,

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					future tenses correctly most of the time.	nonfiction, rhymes and poems when appropriate
Personal, Social and Emotional	Self Regulation	<ul style="list-style-type: none"> • Feel strong enough to express a range of emotions. • Find ways to calm themselves, through being calmed and comforted by their key person. • Use their engagement to achieve a goal (e.g. gesture towards their drink bottle to say they would like a drink). 	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <ul style="list-style-type: none"> • Shows some awareness of how others might be feeling. • Can work to achieve a goal with some adult support. • Can focus attention in a group situation for a short period of time. • Can follow two-part instructions. 	<ul style="list-style-type: none"> • Talk about their feelings using a Wider range of vocabulary, for example, nervous, worried, excited, disappointed. • Think about the perspectives of theirs. • Can usually tolerate delay when needs are not instantly met. • Can listen to others and respond appropriately. • Can sustain concentration in whole class situations. • Can listen to and follow two part instructions. 	<ul style="list-style-type: none"> • Express their feelings and begin to show consideration for the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Can tolerate delay when needs are not instantly met. • Can listen and respond to others, • Understands and follows multi-step instructions and can say when they don't understand 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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
	Managing Self	<ul style="list-style-type: none"> • Express preferences and decisions. They also try new things and start establishing their autonomy. 	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and knowledge about the importance of brushing teeth. 	<ul style="list-style-type: none"> • Manage their own needs. - Personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: healthy eating, tooth brushing and having a good sleep routine. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge. • Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity - sensible amounts of 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs,

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					'screen time' - being a safe pedestrian.	including dressing, going to the toilet and understanding the importance of healthy food choices. • Form positive attachments to adults and friendships with peers.	
		Building Relationships	<ul style="list-style-type: none"> • Engage with others through gesture, gaze and talk. 	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people in the setting. • Show more confidence in new social situations. • Develop appropriate ways of being assertive. • Play with one or more other children extending and elaborating play ideas. • Can share and take turns, sometimes requiring adult support. 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Can share and take turns during independent play with very little need for adult intervention • Listens to the ideas of others and responds appropriately with some adult support. 	<ul style="list-style-type: none"> • Works and plays happily with peers, communicating their own ideas and responding appropriately to the ideas of others. • Can cooperate with others, listening and sharing some ideas and following advice about how to solved disagreements 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
	Physical	Gross motor skills	<ul style="list-style-type: none"> • Enjoy moving when outdoors and inside. • Clap and stamp to music. 	<ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember 	<ul style="list-style-type: none"> • Confidently use apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember 	Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing,

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			sequences and patterns of movements.	sequences and patterns of movements <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, coordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	hopping, skipping and climbing	
		Fine motor skills	<ul style="list-style-type: none"> • Explore different materials and tools. • Build independently with a range of appropriate resources. • Holds cutlery in the correct hands. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Holds a pencil in a comfortable grip to form recognisable letters, some of which are correctly formed. • Holds scissors with a correct grip in their dominant hand to make snips in paper. • Holds cutlery in the correct hands and 	<ul style="list-style-type: none"> • Holds a pencil effectively in a tripod grip to form recognisable letters, many of which are correctly formed and beginning to be well positioned on a line. • Shows some control when cutting with scissors. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery;

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				<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting on jumper/cardigan, putting coats on and doing up zips. 	<p>makes attempts to cut food with a knife.</p>	<ul style="list-style-type: none"> • Holds cutlery in the correct hands and can use a knife to cut softer foods with increasing control, • Holds a paintbrush in a comfortable and effective grip for painting. 	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. (Correct letter formation of all letters; letters sit correctly on a line. • Become increasingly independent when dressing and undressing, including managing zips and larger buttons.
Specific Areas	Literacy	Comprehension	<ul style="list-style-type: none"> • Enjoy songs and rhymes tuning in and paying attention. 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Re-read books to build up confidence in word reading, fluency and understanding and enjoyment. • Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. • Identifies non-fiction texts, remembering facts. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate - where appropriate key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
		Word Reading RWI Scheme	<ul style="list-style-type: none"> • Enjoys sharing books with an adult. • Pays attention and responds to the pictures or the words in books. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - Print has meaning - Print can have different purposes - We read English text from left to right and 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds to read three letter CVC Words. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least two digraphs. • Blend sounds to read three- letter CVC words, some 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic

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Mathematics			<p>from top to bottom the names of the different parts of a book page sequencing</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: - Spots and suggest rhymes - Count or clap syllables in a word. • Recognises words with the same initial sound, such as money and mother. 		<p>CVCC/CCVC words and some words containing adjacent consonants.</p> <ul style="list-style-type: none"> • Read a few common exception words matched to RWI phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exceptions words. 	<p>knowledge by sound-blending.</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		Writing	<ul style="list-style-type: none"> • Copies finger movements and other gestures. * Mark making opportunities (sand tray/glupe/whiteboards/pens/writing tools) 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. • Write some or all their name. • Write some letters accurately 	<ul style="list-style-type: none"> • Form lower-case letters correctly. • Write their full name. 	<ul style="list-style-type: none"> • Form capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
	Number	<ul style="list-style-type: none"> • Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. 	<ul style="list-style-type: none"> • Subitise up to 3 objects; • Understand the cardinal principle; Match number of 	<ul style="list-style-type: none"> • Link numerals with their cardinal number value. • Understand the 'one more than/one less than' relationship 	<ul style="list-style-type: none"> • Begin to be able to subitise (up to five) by grouping and combining. • Say the number that is one more than/less 	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number.

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			<p>objects to numeral (up to five);</p> <ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. 	<p>between consecutive numbers.</p> <ul style="list-style-type: none"> • Explore the composition of numbers to 5. • Recall some number bonds for numbers 0-5. 	<p>than another number to 10)</p> <ul style="list-style-type: none"> • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 	<ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical patterns	<ul style="list-style-type: none"> • Climb and squeezing selves into different types of spaces. • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. 	<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order. • Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> • Recite numbers past 10. Say one number for each item in order. • Count objects, actions and sounds • Count beyond 10 • Compare numbers, saying which is greater/than less than. • Recall some number bonds to 5. 	<ul style="list-style-type: none"> • Confidently recite numbers to 20. • Say one number for each item in order. • Compare numbers and quantities to 10, recognising when one quantity is greater than, less than or the same as the other quantity. • Say whether a number is odd or even. 	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Shape, Space and Measures (not assessed at ELG)	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns: AAB, ABB, ABC. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Identify, name and describe the properties of some 2D and 3D shapes. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	

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		<ul style="list-style-type: none"> • Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • 	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> • Estimate and measure 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compare length, weight and capacity and suggest suitable non-standard and standard measurements.
Understanding the World	Past and Present	<ul style="list-style-type: none"> • Repeat actions that have an effect. 	<ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Begin to make sense of their own life- story and family's history. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Begin to show an understanding of Events that happened in the past. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been taught in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling
	People, Culture and Communities	<ul style="list-style-type: none"> • Recognises familiar people. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> • Draw information from a simple map. (key and symbols) • Recognise some similarities and differences between • People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion,

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			<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Draw information from a simple map. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>life in this country and life in other countries.</p>	<p>stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • 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, non-fiction texts and when appropriate - maps
	The Natural World	<ul style="list-style-type: none"> • Explore natural materials indoors and outside. 	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Understand some important processes and changes in the natural world around

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Expressive Art and Design							them, including the seasons and changing states of matter.
		Creating with materials	<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. Construct and build 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour mixing 	<ul style="list-style-type: none"> • Explore, and use a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> • 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;

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		<p>Being imaginative and Expressive</p>	<ul style="list-style-type: none"> • Explore their voices and enjoy making sounds. • Show attention to sounds and music. 	<p>Move to music: expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop and perform storylines in their pretend play 	<p>Move to music: expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Listen attentively: move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop and perform storylines in their pretend play. 	<p>Being Imaginative:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Make use of props and materials when role playing characters in narratives and stories. • 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.
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