

Gargrave C of E Primary Reception Progression Document



Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad

range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported

Progression of Communication & Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Listening, attention and understanding</p>  <p>Nursery (3-4)</p>	<p>To listen to simple stories and use pictures to help me know what is happening.</p> <p>To understand simple instructions.</p> <p>To understand simple questions e.g. Where is your hat?</p> <p>To listen to others talk and start to join in</p>		<p>To listen to different songs and rhymes and join in with some I know e.g. nursery rhymes.</p> <p>To follow simple instructions with up to two key words or steps.</p> <p>To answer questions using who, what, when, where.</p> <p>To respond and give my attention when someone speaks to me (using my name helps)</p> <p>To start to listen to longer stories and join in with familiar or repeating parts.</p> <p>To follow instructions with two key words accurately.</p>		<p>To respond appropriately when I am spoken to.</p> <p>To try and listen when someone else is.</p> <p>To listen carefully to songs, stories and rhymes and respond by joining in.</p> <p>To understand and respond to instructions with 3 key words.</p> <p>To recall some key events from a story.</p> <p>To understand and respond to 'why' questions.</p> <p>To start a conversation and take it in turns to speak.</p> <p>To begin to pay attention to more than one thing at a time</p>		<p>Nursery Goal- Listen attentively to stories, songs and rhymes and respond by joining in; Understand and respond to two and three-part instructions and why questions; Start a conversation and take it in turns to speak</p>
<p>Listening, attention</p>	<p>Be able to sit and listen to stories or an adult talking for up to 10 minutes</p> <p>Join in rhymes and songs.</p>	<p>Listen to stories recalling characters and main events with picture clues.</p> <p>Begin to engage in non-fiction texts</p> <p>Learn and use the new vocabulary they</p>	<p>Be able to sit and listen to stories or an adult talking for up to 15 minutes</p> <p>Listen to stories recalling characters and main events.</p> <p>Join in rhymes and songs</p>	<p>Learn and use the new vocabulary they have learned in all areas of the curriculum and in different contexts</p> <p>Engage in non-fiction books and begin to know the difference</p>	<p>Be able to sit and listen to stories or an adult talking for up to 20 minutes</p> <p>Engage in story times - listen to and talk about stories to build familiarity and understanding.</p>	<p>Learn and use the new vocabulary they have learned in all areas of the curriculum and in different contexts</p> <p>Be able to express a point of view and to debate when they</p>	<p>To be able to listen attentively and respond to what they hear with relevant questions, comments and actions in a</p>

<p>and understanding</p>  <p>Reception (4-5 years)</p>		<p>have learned in all areas of the curriculum and in different contexts</p>		<p>between fiction and non fiction.</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Join in rhymes and songs</p>	<p>disagree with an adult or a friend, using words as well as actions. Engage in non-fiction books and know the difference between fiction and non fiction. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>range of situations. 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.</p>
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>	<p>ELG</p>
<p>Speaking</p>  <p>Nursery (3-4)*</p>	<p>To use the names for a range of familiar objects, people and actions. To use a range of words for time, space, function and description</p>		<p>To use talk in my play to join in with parts of familiar rhymes and songs, including number rhymes. To link words together in the start of a sentence to use some new vocabulary e.g. scientific and story vocabulary. To develop my sentences to express my opinion using short sentences.</p>		<p>To talk about familiar books, and retell a story. To start to extend my spoken sentences by using the connectives, 'and' and 'but'. To join in with familiar rhymes and songs. To use talk to organise my play. To explain, describe, recount and retell. To take turns speaking and listening to join in with conversation. To use a sentence of 4-6 words. To use a wider range of connectives to link words in sentences. To ask why questions during a conversation</p>		<p>Nursery Goal- Explain, describe, recount and retell using recently introduced vocabulary; Use a sentence of 4-6 words; Use connectives to link words and sentences e.g. and, because, or.</p>
<p>Speaking</p>  <p>Reception (4-5)</p>	<p>To talk to class, teacher and other support staff To learn new vocabulary To talk in front of small group.</p>	<p>To use new vocabulary throughout the day To answer questions in front of the whole class.</p>	<p>To talk in sentences using conjunctions e.g. and, because To develop the confidence to talk to other adults they see on a daily basis.</p>	<p>To use new vocabulary in different contexts To engage in non-fiction books To share their work to the class-standing up at the front.</p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events To link statements and stick to a main theme.</p>	<p>To talk about why things happen To talk in sentences using a range of tenses To talk to different adults around the school.</p>	<p>Participate in small group, class and one to-one discussion Give own ideas Offer explanations for why things might happen,</p>
<p>*Note: Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - check for audible speech and highlight any pronunciation problems or difficulties in articulation) Develop communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>							
<p>Progression of Personal, Social and Emotional Development</p>							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Self-regulation</p>  <p>Nursery (3-4)</p>	<p>To express a range of emotions and start to talk about them</p> <p>To follow a one-step instruction with support</p> <p>To talk about myself</p>		<p>To share or take turns with the support of an adult.</p> <p>To sit during circle time or adult input.</p> <p>To follow a 2-step instruction.</p> <p>I am beginning to follow rules and don't always need adult support</p>		<p>To say how I am feeling using words like happy, sad, or angry.</p> <p>To follow rules without adult support.</p> <p>I am engaged and participate during circle time.</p> <p>To talk about my feelings and am starting to understand the feelings of others.</p> <p>To follow basic instructions and the "rules" of the setting.</p>		<p>Nursery Goal: I am starting to identify feelings and follow rules</p>
<p>Self-regulation</p>  <p>Reception (4-5)</p>	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one-step instructions.</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two step-instructions.</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others.</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three-steps or more.</p>	<p>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.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Managing self  Nursery (3-4)	To explore the setting with confidence, knowing that a familiar person is close by. To get changed with adult support - put on coat, shoes, do up zips. To use the toilet with help. To become outgoing with unfamiliar people in the safe context of the setting. To put on my coat independently		To be more confident in new social situations and with new people. To be able to choose resources with adult support to help me achieve my goal. To manage my toileting needs e.g. using the toilet, washing and drying hands		To be more independent when getting dressed. To start to handle new experiences with more confidence. To be more independent when choosing resources to help me achieve a goal. To use the toilet independently (inc. hygiene) and am usually dry throughout the day.		Nursery Goal: To handle new social experiences and manage my hygiene needs
Managing self  Reception (4-5)	To select and use activities and resources, asking for help when needed Become more outgoing with unfamiliar adults To wash my hands independently.	To follow rules and understand why they are important without always needing adult support To put on my PE kit independently Show more confidence in new situations and with new adults.	To begin showing resilience and perseverance in the face of challenge Develop independence in the classroom, be prepared to attempt set tasks independently Understand the rules, knowing right from wrong and try to behave accordingly.	To manage basic hygiene and personal needs- dressing, going to the toilet Begin to understand the importance of healthy food choices To be able to do up a zip and open/close buttons by myself.	To show more resilience and perseverance in the face of challenge Develop more independence in the classroom, be prepared to attempt set tasks independently To identify and name healthy food.	To make my own healthy food choices and talk about the importance of being healthy To manage my own basic hygiene needs To show a 'can do' attitude and resilient attitude.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Understand rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Building relationships  Nursery (3-4)	To enjoy the company of other children. To play with one child, extending and contributing during play. To play with others extending and elaborating play ideas.		To begin to take turns in play.		To play with others cooperatively. To talk with others to resolve conflicts and resolve issues (some support needed).		Nursery Goal- To form positive relationships with adults and peers through cooperation.

<p>Building relationships</p>  <p>Reception (4-5)</p>	<p>Play with one or more children, extending play ideas.</p> <p>Begin to find solutions to conflicts.</p>	<p>Begin to understand how others might be feeling.</p> <p>To develop more friendships within my class.</p>	<p>Build constructive and respectful relationships with my friends and teachers.</p> <p>Begin to show sensitivity to other's needs.</p>	<p>To listen to the ideas of my friends and agree on a solution and/or a compromise.</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school.</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong Friendships.</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>
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Progression of Physical Development

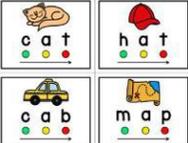
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Gross motor skills</p>  <p>Nursery (3-4)</p>	<p>To climb confidently.</p> <p>To run, jump and hop To climb stairs using alternate feet".</p> <p>To run, jump and hop.</p> <p>To climb stairs using alternate feet.</p> <p>To use large scale muscle movements - waving flags, large scale chalk or paint mark making.</p>		<p>To decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.</p> <p>To balance on a variety of different equipment (balance bikes, scooters, climbing)</p> <p>To skip, hop and stand on one leg</p>		<p>To move my body to music showing when to stop and start.</p> <p>To control a ball in different ways - rolling, kicking, throwing.</p> <p>To jump and land safely from a height.</p> <p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>To follow instructions in simple races, running at speed and an obstacle course.</p>		<p>Nursery Goal- Develop gross motor skills and large-scale muscle movements.</p>
<p>Gross motor skills</p>  <p>Reception (4-5)</p>	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner.</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p> <p>Develop skills they need to manage</p>	<p>To roll and track a Ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using Hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination</p> <p>To move with control</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball and keeping</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>

		successful school day – lining up, meal times and personal hygiene.		To create short sequences linking actions together and including apparatus	and co-ordination, expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions exploring pathways and shapes.	score To work cooperatively as a team further develop the skills they need to manage the school day successfully: - lining up and queuing	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Fine motor skills</p>  <p>Nursery (3-4)</p>	<p>To start using motor skills to carry out tasks using one-handed tools (playdough tools etc.) To eat using a fork. To use a comfortable grip with good control when using pencils. To use one-handed tools confidently.</p>		<p>I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc. To begin showing a preference for a dominant hand. To make straight snips in paper using standard scissors.</p>		<p>To use a modified tripod grip to improve pencil control. To demonstrate growing independence putting on a coat and shoes, begin to do zips. Begin to use a knife and fork to eat.</p>		<p>Nursery Goal- To develop fine motor skills and one-handed tool control (inc. pencil control)</p>
<p>Fine motor skills</p>  <p>Reception (4-5)</p>	<p>To use a dominant Hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy Letters</p>	<p>To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught</p>	<p>To confidently use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small Beads To use small pegs To write taught letters using correct formation To use a growing range of tools with increasing</p>	<p>To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes To continue to form letters correctly and of a similar size. To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials To create drawings with details To have developed a handwriting style that is fast, accurate and efficient. Most letters are correctly formed and begin to sit on the line. To independently use a knife, fork and spoon to eat a range of meals</p>	<p>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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>

	To hold scissors correctly and use these for more than just snipping.	letters using correct formation Be increasingly independent as they get dressed and undressed.	independence and control				
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Progression of Literacy

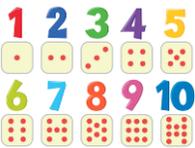
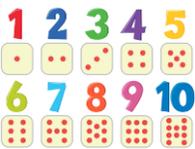
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Comprehension</p>  <p>Nursery (3-4)</p>	<p>To enjoy stories, songs and rhymes. Develop book handling skills. Join in with some words in familiar songs. To join in with repeated refrains in familiar stories and songs. To start to develop play around my favourite stories and props. To have an understanding of letters and print e.g. page sequencing, book parts, etc.</p>		<p>To join in with familiar stories, rhymes and songs. To sequence events from stories I have heard. To start using different vocabulary from books in my play. I can talk about stories I have heard and express my thoughts about them.</p>		<p>To retell some familiar stories. To use some story language or new vocabulary in my play.</p>		<p>Nursery Goal- To understand the five key concepts about print: - print has meaning - name the parts of a book - print can have different purposes - page sequencing - read from left to right and from top to bottom.</p>
<p>Comprehension</p>  <p>Reception (4-5)</p>	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at a book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>To engage in Extended conversation about stories, learning and using new vocabulary</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate and predict key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p>

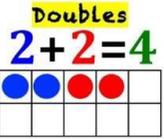
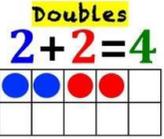
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Word reading</p> <p>Nursery (3-4)</p>	<p>To notice print e.g. familiar logos, bus numbers, my name/ first letter</p> <p>To discriminate between sounds during listening games</p> <p>To tune into the sounds in words- showing understanding</p>		<p>To be able to clap syllables</p> <p>To start noticing rhyme</p> <p>To spot words with the same initial sound</p> <p>To show awareness of alliteration</p> <p>To hear the sounds in words and am starting to blend them back together</p>		<p>To say the initial sounds in most words</p> <p>To orally segment single sound CVC words e.g. c-a-t</p>		<p>Nursery Goal- To develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound.</p>
<p>Word reading</p>  <p>Reception (4-5)</p>	<p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 Tricky Words (the I is)</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 Words (the I is as and has his her go no to into she he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the I is and has his her go no to into she he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To read longer words</p> <p>To read words with two or more digraphs</p> <p>To read words ending in -ing</p> <p>To read compound words</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the I is and has his her go no to into she he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the I is and has his her go no to into she he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with phase 4 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound Words</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</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> <p>Secure in phase 2 and 3 phonics</p>

		<p>matching their phonics ability</p> <p>Understand 5 key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, names of different parts of a book.</p>	<p>matching their phonics ability</p>	<p>To read words with s in the middle /z/ s</p> <p>To read words ending –s</p> <p>To read words with –es at end /z/</p>	<p>To read words ending in –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>To read phase 4 words ending in –s /s/, –s /z/, –es</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	
<p>Writing</p>  <p>Nursery (3-4)</p>	<p>To start making marks with a variety of materials</p> <p>To have an understanding of letters and print e.g. page sequencing, book parts, etc.</p> <p>To ascribe meaning to marks during play</p> <p>To add marks to show my name</p> <p>To draw a straight line</p> <p>To demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p> <p>To apply some print knowledge to writing e.g. m for mummy</p> <p>To write the first letter of my name</p>		<p>To segment words in the order in which they occur (with support)</p> <p>To change the initial sound to make new words e.g. at- hat, cat, mat, sat</p> <p>To write some of my name e.g. first two letters</p> <p>To respond to focus texts through mark making</p>		<p>To draw curved lines in both clockwise and anti-clockwise directions</p> <p>To write some letters with good formation e.g. the letters from my name</p> <p>To write my own name</p> <p>To ascribe meanings to marks made in drawing</p> <p>To apply print knowledge to my emergent writing</p>		<p>Nursery goal- To write the letters of their name accurately, to apply some print knowledge to their writing.</p>
<p>Writing</p>  <p>Reception (4-5)</p>	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds.</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds.</p>	<p>To form lower-case letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught</p>	<p>To form lower-case letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower-case and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p>	<p>To form lower-case and capital letters correctly</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Secure in phase 2 and 3 phonics</p>

			tricky words correctly		To spell some taught tricky words correctly To begin to read their work back	tricky words correctly To read their work back and check it makes sense	
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Progression of Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Number</p>  <p>Nursery (3-4)</p>	<p>I can count to 3 in my play I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc. I can recite numbers to 5 I am starting to subitise up to two</p>		<p>I can recite number to 10 I can make comparisons between objects size, length, weight and capacity I can say one number name for each item I can show 'finger' numbers to 5 I can see 3 in different ways and recognise it without counting I can accurately count 5 objects from a larger group, with 1:1 correspondence I can count, order, recognise and use numbers to 5 I can subitise up to 3 objects (recognise up to 3 objects quickly without counting) I can compare quantities using the vocabulary of more, less and the same</p>		<p>I can recite numbers to 10 and beyond I can subitise up to 5 objects Begins to represent numbers within 10 using pictorial representations I can make comparisons between quantities within 10 I can use key mathematical language - more than/less than, total/altogether</p>		<p>Pre-School Goals: To have a strong understanding of numbers to 5 and develop subitising skills. To be able to compare quantities.</p>
<p>Number</p>  <p>Reception (4-5)</p>	<p>To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and</p>	<p>To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8</p>	<p>To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 (2 & 3 parts) To know addition facts to make 5</p>	<p>To recognise numbers to 20 To explore how to make numbers above ten using tens and ones To match the number to quantity To count beyond 20</p>	<p>To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5</p>

	3		To match the number to quantity	To find one more and one less of numbers to 10			(including subtraction facts) and some number bonds to 10, including
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Numerical patterns  Nursery (3-4)	I can notice patterns and arrange things in patterns I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds I can spot patterns and talk about them e.g. stripes on a scarf I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.		I can extend a pattern that has been made I can create my own simple patterns (ABAB) I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event		I can talk about patterns and spot errors I can continue and create patterns I can sequence a pattern of events using time language e.g. first, next, then.		Pre-School Goal: To explain, continue and create patterns.
Numerical patterns  Reception (4-5)	To say which group has more To say which group has less To compare quantities to 3 To count to 5	To compare quantities to 5 To compare equal and unequal groups To count to 10	To count to 15 To count objects to 10 To compare quantities to 8 To make doubles to 8 To begin to understand the different between odd and even numbers up to 8 To combine two groups of objects	Begin to explore the composition of numbers to 10. Begin to use resources to work out number bonds for numbers 0–10. Begin to continue, copy and create repeating patterns. To combine two groups of objects To explore odd and even numbers	To add more to a number and find out how many were added Takeaway and find out how many were taken away Compare numbers – use more and fewer Understand the ‘one more than/one less than’ relationship between consecutive numbers.	To explore sharing Sharing quantities equally. Explore grouping To make groups To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 Deepen understanding of patterns.	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.

<p>Shape, space and measure</p>  <p>Nursery (3-4)</p>	<p>I can combine shapes and objects e.g. stacking blocks/ cups I can use shapes for building thinking about their properties e.g. flat sides for stacking</p>		<p>I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p>	<p>I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Pre-School Goal: To explain, continue and create patterns, sequence events using time language and talk about and explore 2D and 3D shapes</p>		
<p>Shape, space and measure</p>  <p>Reception (4-5)</p>	<p>To match objects</p> <p>To sort objects</p> <p>To compare length height, capacity, and mass</p> <p>To finish a repeating pattern of 2 objects or colours</p>	<p>To recognise and name circle and triangle</p> <p>To recognise and name square and rectangle</p> <p>Begin to combine shapes to make new ones</p> <p>Understand simple positional language – in, out, next to, behind</p>	<p>To compare mass and find balance</p> <p>To explore capacity</p> <p>To compare capacity</p>	<p>To order objects by height and length</p> <p>To know and order the days of the week.</p> <p>Begin using vocabulary to talk about time</p> <p>To sequence events</p> <p>To begin measuring time</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>To find 2D shapes within 3D shapes.</p> <p>Explain shape arrangement.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>To explore rules of patterns.</p> <p>Describe position within a pattern</p> <p>Explore and create maps</p> <p>Describe a familiar route - discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>
<p>Progression of Understanding the world</p>							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Past and present</p>  <p>Nursery (3-4)</p>	<p>I can talk about myself and who I am I can talk about my immediate family and their role in the family I can talk about some of the ways I have changed over my life and the concept of growing up</p>		<p>I can talk about some of my own and my family's history (grandparents, parents, etc.) I can share past family experiences</p>		<p>I can explore changes over time</p>		<p>Pre-School Goal: To understand their own life story and some of the ways they have changed cultures and communities</p>
<p>Past and present</p>  <p>Reception (4-5)</p>	<p>I can name people in my own family and talk about them. I can talk about the different jobs people do. I can talk about myself and some of the ways that I have changed. I can talk about past and present events in their lives – birthdays and other celebrations. I can talk about what I can see in pictures of the past and how it is the same or different to now.</p>		<p>I can talk about the changes that have happened to me throughout my life. I can talk about my family and members of the local community and their roles. I can talk about the lives of people around them and changes that have happened within their lifetime. I can talk about the past and discuss what I have heard or seen in books, artefacts and pictures</p>		<p>I can talk about the past through settings, characters in books that I have read. I can explore pictures, stories and artefacts and explain how things are different now / then I can talk about the lives of people I am familiar with and their roles in society. I can know about the past though settings, characters and events</p>		<p>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 read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>People, culture and communities</p>	<p>I can start to notice some of the differences between people - occupations, religions, cultures. I know about events celebrated by different groups of people - Diwali, Christmas</p>		<p>I know about family celebrations - birthdays, weddings I know about other countries in the world and can talk about their differences / similarities I can talk about different occupations and job roles - people who help us</p>		<p>I can talk about the differences I have seen in people, countries and communities</p>		<p>Pre-School Goal: To develop positive attitudes towards other people, cultures and communities</p>



Nursery (3-4)

People, culture and communities



Reception (4-5)

I can explore features of my local area.
I can be accepting of people's differences and understand that we are all unique.
I can understand that there are different countries in the world.
I know about people who help us within the local community.

I know that people around the world have different religions and talk about how they celebrate.
I can talk about special places for a person in our and other's communities.

I can use stories and pictures to talk about differences in life in other countries.
I can draw information from a simple map.
I can make observations of the world around me using my senses.

I can explore and talk about the world around me using what I know from stories / nonfiction texts.
I can start to talk about the differences in the lives of people in other countries

I can describe changes in the immediate environment and the wider world in detail based on what I have seen / heard / read in texts.
I know that people in other countries may speak different languages

I know that simple symbols are used to identify features on a map.
I can discuss and describe the immediate and wider environment using what I know.
I can talk about religion and culture in the UK.
I can talk about similarities and differences in the UK and other countries.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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, non-fiction texts and – when appropriate – maps.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

ELG

<p>The natural world</p>  <p>Nursery (3-4)</p>	<p>I can explore natural and man- made materials. I can talk about the difference between materials and the changes that I notice the world around us observing animals and plants</p>		<p>I can explore seasonal changes and talk about the differences. I can talk about growing seeds, taking care of plants and the wider natural world. I can talk about the key features of life cycles using key vocabulary</p>	<p>I can talk about taking care of the world around us I can explore different forces. I can talk about I can explore different forces. I can talk about the world around us observing animals and plants</p>	<p>Pre-School Goal: To have an awareness of the natural world and show care for the environment</p>		
<p>The natural world</p>  <p>Reception (4-5)</p>	<p>Talk about what they see in the natural world using hands on exploration.</p> <p>Explore how things work.</p> <p>Explore change in seasons from Autumn to Winter – know characteristics of the different seasons.</p> <p>To know about and recognise the signs of Autumn</p>	<p>Explore different materials and textures.</p> <p>Talk about different materials and changes they notice</p> <p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know that some things in the world are man-made and some things are natural</p> <p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter</p> <p>Understand the need to respect and care for the natural environments and living things.</p> <p>Talk about different materials and changes they notice</p>	<p>To know about and recognise the signs of Spring</p> <p>Explore and talk about different forces they feel</p> <p>Explore changing seasons from Winter to Spring and characteristics of each season.</p> <p>Plant seeds and care for them.</p> <p>Understand key features of life cycles of a plant</p> <p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants.</p>	<p>To know about features of my own immediate environment and how they might vary from another.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>To know about and recognise the signs of Summer</p> <p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world including states of matter</p> <p>To know about different habitats</p> <p>To know the difference between herbivores and carnivores</p>	<p>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</p>

Progression of Expressive arts and design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Creating with materials</p>  <p>Reception (3-4)</p>	<p>I can explore art materials for large- and small-scale art e.g. drawing, paint, sculpture.</p> <p>I am beginning to explore colour and colour mixing.</p> <p>I can explore ways of joining different materials together</p>		<p>I can use different art materials and am starting to refine my ways of creating art.</p> <p>I can create closed shapes with continuous lines when drawing or painting.</p> <p>I can develop my own ideas and make choices about which materials to use when creating them.</p> <p>I can include details on drawings</p>		<p>I can use a range of art materials, joining and colour mixing purposefully and freely.</p> <p>I can represent feelings, noises and movements through drawing</p>		<p>Pre-School Goal: To explore and use a range of art materials and start to join them together</p>
<p>Creating with materials</p>  <p>Reception (4-5)</p>	<p>Explore different materials freely.</p> <p>Develop own ideas and then decide which materials to use to express them</p> <p>Join different materials.</p> <p>Create closed shapes with continuous lines and use these to represent objects.</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and</p>	<p>Draw with increasing detail – face with circle and some details.</p> <p>Begin to show emotions in drawings.</p> <p>Explore colour. To use colours for a particular purpose</p> <p>To share their Creations</p> <p>To explore different techniques for joining materials (Glu e sticks, pva)</p> <p>To know how to work safely and hygienically</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>To use some cooking techniques</p>	<p>To use natural objects to make a piece of art</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate Materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To share creations, talk about process and evaluate their work</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To adapt work where Necessary</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

	costumes.			Create collaboratively sharing ideas, resources and skills	To plan what they are going to make	To Share their creations, explaining the process they have used.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Being imaginative and expressive</p>  <p>Nursery (3-4)</p>	<p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing thoughts and feelings.</p> <p>I can join in with simple repetitive rhymes and songs.</p> <p>I can express my ideas through play, particularly pretend play I can engage in simple pretend play, using some objects to represent others or by dressing up</p>	<p>I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make.</p> <p>I can create my own songs or improvise / modify a familiar song.</p> <p>I can create more complex small world set ups to adapt and create stories</p>	<p>I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.</p> <p>I can start to develop my own stories linked to what I know through role & small world play</p>	<p>Preschool Goal: To sing, respond to and create music.</p> <p>To begin to develop stories through role-play and small world set-ups</p>			
<p>Being imaginative and expressive</p>  <p>Reception (4-5)</p>	<p>Take part in simple pretend play.</p> <p>To use costumes and resources to act out narratives</p> <p>To create musical patterns using body percussion</p> <p>To experiment with different instruments and their sounds</p> <p>To begin joining in with whole school singing assemblies</p> <p>Develop stories using</p>	<p>To perform a song in the Christmas Play</p> <p>To join in with whole school singing assemblies</p> <p>To begin to build up a repertoire of songs</p> <p>Sing melodic shape of songs.</p> <p>Play instruments with increasing control to express feelings and ideas.</p>	<p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Begin to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To join in with whole school singing assemblies</p> <p>Develop storylines in</p>	<p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>To move in time to Music</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To listen to poems and create their own</p> <p>To invent their own narratives, making costumes and resources.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others.</p>

	small world equipment – make imaginative ‘small worlds.’ Remember and sing songs and rhymes.	To begin contributing to class worships	their pretend play.	and resources for role play. To begin presenting learning for class worship	To learn dance routines To create narratives based around stores.	To perform and contribute to class worship	
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Links to Year 1

PSED		
Self-regulation	Managing self	Building relationships
Identify good and not so good feelings. Develop a vocabulary to describe feelings to others. Use simple strategies to manage feelings. Recognise and celebrate strengths Behavioural expectations. Learning behaviours	Behavioural expectations Learning behaviours Community. Science – identifying & labelling parts of the human body, staying healthy, making healthy choices. DT – cooking and I can understand the nutrition, Eatwell plate	Learning behaviours Behavioural expectations Friendships Relationships Feelings Empathy Learning behaviours, feelings, empathy
Communication & Language		
Listening, attention & understanding	Speaking	
Listen and respond appropriately to adults and peers, Ask relevant questions Maintain attention and actively participate	Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	
Physical Development		
Gross motor skills	Fine motor skills	
Master basic movements Participate in team games Developing ball skills	Sit correctly at a table, holding a pencil comfortably and correctly using tripod grip. Begin to form lowercase letters in the correct direction, starting and finishing in the correct place To use a range of materials creatively, and develop a wide range of art and D&T techniques. To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.	
Literacy		
Comprehension	Word Reading	Writing

<p>Become familiar with key stories and be able to retell them • Drawing in what they know about vocabulary learnt • Recognise and join in with predictable phrases • Participate in discussion about what is read to them, taking turns and listening to what others say. • Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<ul style="list-style-type: none"> • Respond speedily with the correct phoneme to graphemes including alternative graphemes • Apply phonic knowledge and skills to decode by blending sounds in unfamiliar words containing GPCs that have been taught. • Read books aloud, accurately, that are consistent with their phonic knowledge • Re-read books to develop fluency and confidence in word reading. • Read HRS words 	<p>Develop a fluent handwriting style. • Correct letter formation • Know the letters of the alphabet and their link to sounds • Spell words using the known grapheme and phoneme correspondences. • Spell HRS words • Compose sentences orally • Re-reading what has been written to ensure accuracy and meaning.</p>
<p>Maths</p>		
<p>Number</p>	<p>Numerical patterns</p>	<p>Shape, space & measure</p>
<p>Identify and represent numbers using concrete and pictorial representations Read and write numbers to 20 in numerals Represent and use number bonds and related subtraction facts with 20 Solve one-step problems that involve addition and subtraction, using concrete and pictorial representations.</p>	<p>Count to and across 100 Read and write numbers from 1 to 20 in numerals Identify one more or less Find a half and recognise as being one of two equal parts of an object.</p>	<p>Recognise and name common 2D and 3D shapes Compare, describe and solve practical problems for length, weight and capacity</p>
<p>Understanding the world</p>		
<p>Past and present</p>	<p>People and communities</p>	<p>The natural world</p>
<p>History Changes within living memory The lives of significant individuals in the past Significant historical events</p>	<p>Geography-Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country RE-Exploring Christianity and other religions of the world</p>	<p>Science Identify and describe plants and animals including humans Working scientifically Exploring materials Geography Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country</p>
<p>Expressive art and design</p>		
<p>Creating with materials</p>	<p>Being imaginative and expressive</p>	
<p>Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and D&T techniques in using colour, pattern, texture, line shape, form and space Give well-structured narratives for different purposes, including for participating in performances and role play</p>	<p>Give well-structured narratives for different purposes, including for participating in performances and role play Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play instruments musically Listen with concentration and understanding to a range of music Experiment with, create, select and combine sounds.</p>	

