

Reception progression

	Autumn	Spring	Summer
Communication and Language	Three and Four-Year-Olds - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books and tell a story. - Start a conversation with an adult or a friend and continue it for many turns. - Understand a question or instruction that has two parts. - Use talk to organise themselves and their play. - Develop their communication but may have problems with irregular tenses and plurals. Such as 'runned' for 'ran'. - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time. - Use a wider range of vocabulary. - Understand 'why' questions like: 'why did the caterpillar get so fat?' - Use longer sentences of four to six words. - Be able to express a point of view and debate when they disagree with an adult or a friend. - Learn new vocabulary. - Listen carefully to rhymes and songs, paying attention to how they sound. - Engage in story times. - Understand how to listen carefully and why listening is important. - Develop social phrases.	Reception - Learn rhymes, poems and songs. - Listens to and talks about stories to build familiarity and understanding. - Use new vocabulary through the day. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Retell the story, once they have developed a deep familiarity with the text, some of exact repetition and some of their own words. - Ask questions to find out more and to check they understand has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Use new vocabulary in different contexts. Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Describe events in some detail.	ELG Listening, Attention and Understanding - 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 - 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.

	Autumn	Spring	Summer
Personal, Social and Emotional Development	Three and Four-Year-Olds -Select and use activities and resources, with help when needed. - Play with one or more other children, extending and elaborating play ideas. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Increasingly follow rules, understanding why they are important. - Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Find solutions to conflicts and rivalries. - Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Understand gradually how others might be feeling. -Build constructive and respectful relationships. -Know and talk about different factors that support their overall wellbeing: healthy eating, toothbrushing etc.	Reception - See themselves as a valuable individual. -Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenges. -Identify and moderate their own feelings socially and emotionally. -Think about the perspectives of others. -Manage their own needs – personal hygiene.	ELG Self-Regulation -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 -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, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships -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 Development			
	Autumn	Spring	Summer
Gross motor skills	- Skip, hop, stand on one leg, and hold a pose for a game like musical statues. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Start taking part in some group activities which they make up for themselves, or in teams. -Go up steps and stairs, or climb up apparatus - using alternate feet. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	- Revise and refine the fundamental movement skills they have already acquired - rolling, crawling, jumping etc. - Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future P.E sessions and other physical activities such as dance, gymnastics, sport and swimming. - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, and aiming. - Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future P.E sessions and other physical activities such as dance, gymnastics, sport and swimming. -Combine different movements with ease and fluency. -Develop overall body strength, balance, coordination, and agility.	ELG Gross Motor Skills -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, hopping, skipping and climbing.
Fine motor skills	- Show a preference for a dominant hand. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Use a comfortable grip with good control when holding pens and pencils. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	-Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. - Progress towards a more fluent style of moving, with developing control and grace. -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Develop the foundations of a handwriting style which is fast, accurate and efficient.	ELG Fine Motor Skills -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; - Begin to show accuracy and care when drawing.
Personal skills	- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Further develop the skills they need to manage the school day successfully - lining up, mealtimes.	

	Literacy					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	- Write some letters accurately. - Give meaning to the marks they make.	- Use some of their print and letter knowledge in their early writing. - Write some or all of their name.	- Form lower case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s.	- Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. - Re-read what they have written to check that it makes sense.	ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write recognisable letters, most of which are correctly formed. - Write simple phrases and sentences that can be read by others.	
Reading	- Recognise words with the same initial sound such as mum and money. - Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of the different parts of books, page sequencing.	- Engage in extended conversations and stories, learning new vocabulary. - Develop their phonological awareness, so they can: Spot and suggest rhymes, Count or clap syllables in a word,	- Read individual letters by saying the sounds for them. - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Blend sounds into words, so they can read short words made up of known letter-sound correspondences.	- Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words.	ELG - 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. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Read words consistent with their phonic knowledge by sound-blending. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Say a sound for each letter in the alphabet and at least 10 digraphs.	
Phonics phase	Phase 1-2	Phase 2	Phase 2-3	Phase 3	Phase 3	Phase 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	-Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). -Recite numbers past 5. -Say one number for each item in order: 1,2,3,4,5. -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Experiment with their own symbols and marks as well as numerals. - Compare quantities using language: 'more than', 'fewer than'. - Understand position through words alone. - 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. -Talk about and identify the patterns around them.	-Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Show 'finger numbers' up to 5. - Solve real world mathematical problems with numbers up to 5. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Combine shapes to make new ones - an arch etc. -Use informal language like 'pointy', 'spotty', 'blobs', etc.	-Count objects, actions and sounds. -Subitise. -Link the number symbol (numeral) to its cardinal number value. -Count beyond ten. -Compare numbers. -Understand the 'one more than/one less than' relationship between consecutive numbers. -Explore the composition of numbers to 10.	-Automatically recall number bonds for 0-5 and some to 10. -Select, rotate and manipulate shapes to develop spatial reasoning skills. -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as a number can. -Continue, copy and create repeating patterns. -Compare length, weight and capacity.	ELG Number -Have a deep understanding of number to 10, including the composition of each number. -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 -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.	

	Autumn	Spring	Summer
Understanding the World	Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Begin to make sense of their own life-story and family's history. Explore collections of materials with similar and/ or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of plants and animals. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Show interest in different occupations. Begin to make sense of their own life-story and family's history.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different from the one in which they live, eg other parts of the world - Fairtrade. Comment on images of familiar situations from the past. Compare and contrast characters from stories including figures from the past. Describe what they see, hear and feel whilst outdoors. Understand the effect of changing seasons on the natural world around them.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what they have read in class. 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. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with buildings and a park. Explore different materials freely, in order 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 increased complexity and detail, such as representing a face with a circle and include details - self-portraits = looking in mirror to observe own features. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings. Explore colour and colour mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ideas to represent them. Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. 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. 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. 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.