

Reception Progression Map

Early Years Foundation Stage

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

Area of Learning	Communication and Language						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Listening, Attention and Understanding	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow simple directions</p>	<p>To engage in story times, poetry, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p> <p>To engage in non-fiction books</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>Listen to and talk about stories/NFT to build familiarity and understanding.</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>

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Speaking	<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To learn some new vocabulary</p>	<p>To answer questions in front of a whole class.</p> <p>To use some new vocabulary throughout the day</p> <p>To answer question in full sentences</p> <p>Learn rhymes, poems and songs</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p> <p>Learn rhymes, poems and songs</p>	<p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>Learn rhymes, poems and songs</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Learn rhymes, poems and songs</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen To talk in sentences using a range of tenses</p> <p>Learn rhymes, poems and songs</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>
Provision / Activities	<p>C&L is developed throughout the year through high quality interactions, modelling, daily group discussions, carpet sessions, circle times, PSHE lessons, speech and language interventions, social groups, nurture groups, talk partner sessions, talk partner work, daily story time using high quality texts, listening to a range of stories, NFT, poetry, rhymes and songs, learning journey reviews, Tapestry news, open ended and engaging learning environments, resources and role-play areas.</p>						
Area of Learning	<p>Personal, Social and Emotional Development</p>						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Self-Regulation	<p>To begin to recognise different emotions and understand how</p>	<p>To begin to talk about how they are feeling</p>	<p>To focus during longer whole class lessons</p>	<p>To recognise different emotions and understand how</p>	<p>To control their emotions using a range of techniques</p>	<p>To maintain focus during extended whole class teaching</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>

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	<p>people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow instructions involving one step or more</p>	<p>To begin to consider the feelings of others</p> <p>To adapt behaviour in a range of situations</p>	<p>To follow instructions involving two steps or more</p> <p>To talk about themselves in positive terms</p> <p>To identify likes and dislikes</p>	<p>people show emotions</p> <p>To consider the feelings and needs of others</p>	<p>To maintain focus during extended whole class teaching</p>	<p>To follow instructions of three steps or more</p> <p>To identify and moderate their own feelings socially and emotionally</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing Self	<p>To begin to learn the academy rules e.g. behaviour, conduct and etiquette and carpet rules</p> <p>To wash hands independently</p> <p>To put coat on independently</p> <p>To explore different areas within the learning environment</p> <p>To use the toilet independently</p>	<p>To follow the academy rules with adult support and understand the need to have them</p> <p>To learn the academy/Kite values</p> <p>To have confidence to try new activities</p> <p>To practise doing up a zipper on a coat</p>	<p>To follow the academy rules</p> <p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing buttons</p> <p>To seek out challenges</p>	<p>Know that we are humans</p> <p>Know how to name some parts of the human body, including: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p> <p>Know that humans need certain things to survive, including: water, food (for energy), air (to breathe), shelter (for protection</p>	<p>To identify ways of staying safe and healthy</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>Begin to know that humans need a healthy diet (what they eat and drink) to grow</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To manage own dressing/changing with zippers, buttons and buckles with minimal support</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

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				from weather, such as rain and cold temperature)	To manage own basic needs independently		
Building Relationships	To seek support of adults when needed To gain confidence to speak to peers and class/year group staff	To play with other children (children who are playing with the same activity) To begin to develop friendships To have positive relationships with staff	To begin to work as a group with support understanding the need to share To use taught strategies to support turn taking To develop confidence with other adults around the school	To listen to the ideas of other children To begin to hold two way discussions that will agree on a solution and compromise To have positive relationships with other adults around the school	To work as a group successfully To begin to show sensitivity to their own and to others' needs.	To have confidence to communicate with all adults around the school and with visitors To be building strong friendships	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.
Provision / Activities	PSED is developed throughout the year through high quality interactions, modelling, daily group discussions, carpet sessions, circle times, PSHE lessons, social groups, nurture groups, talk partner sessions, talk partner work, daily story time using high quality texts, learning journey reviews, Tapestry news, open ended and engaging learning environments, resources and role-play areas, assemblies, health visitors.						
Area of Learning	Physical Development						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Gross motor Skills	Know that a free space is somewhere that is clear of people and objects	Begin to know that balance refers to spreading your weight evenly so	Know that throwing is moving an object with force through the	Know that kicking is hitting an object with your foot	To jump and land safely from a height	Sports day activities To develop accuracy when	Negotiate space and obstacles safely, with consideration for themselves and others.

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	<p>Know that if they are approaching a space that someone else is using, they can either stop or change direction to stay safe</p> <p>Know how to move safely into a space, avoiding others</p> <p>Know that travelling is a way of moving from one place to another</p> <p>Begin to know how to experiment with different ways to travel from one space to another</p> <p>Know that walking is travelling on foot at a steady (slow) pace</p> <p>Know that running is travelling on foot at pace- more quickly than when walking</p>	<p>that you remain steady and upright</p> <p>Begin to know that different parts of the body can be used to balance</p> <p>Begin to know that some ways to keep balance include: holding arms out and keeping eyes on a still object</p> <p>Begin to know that we can balance on, under and against objects and apparatus</p> <p>Begin to know that jumping is the form of movement that involves both feet leaving the floor before landing again</p> <p>Know how to <i>begin practising</i> different jumps, e.g. frog</p>	<p>air by hand and arm</p> <p>Begin to know that the basic skills of throwing are: facing the direction of throw, swinging arm(s) forwards to front of body and releasing the ball</p> <p>Know that we can throw with two hands or one hand</p> <p>Know how to <i>begin to throw</i> a ball with two hands</p> <p>Know how to practise throwing a ball or beanbag with one hand- underarm throw</p> <p>Know that catching is using your hands to stop and hold an object</p> <p>Know that the best way to catch an</p>	<p>Begin to know that the basic steps of kicking a ball are: placing non-kicking foot next to ball, pointing foot in direction of target, bringing the kicking leg back, bending non-kicking leg slightly, bringing kicking leg forward to make contact with the ball</p> <p>Know how to practise kicking a stationary ball towards a target</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,</p>	<p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>Begin to know that skipping is travelling on foot moving from one foot to the other with a hop or a bounce</p>	<p>throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging team games- sports day practice</p> <p>To play by the rules and develop coordination</p> <p>To learn to play against an opponent</p> <p>To work cooperatively as a team</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
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	<p>Begin to know that we can travel over, under, through and around objects and apparatus</p> <p>Begin to know that direction is the course along which someone or something moves</p> <p>Begin to know that we can change direction by turning our heads and bodies</p> <p>To work cooperatively with a partner</p> <p>To line up and queue with support</p>	<p>jumps, bunny hops, high jumps</p> <p>Know that a hopping is a short quick jump on one foot or from one foot to the other</p> <p>To line up and queue with minimal support</p>	<p>object is with two hands</p> <p>Begin to know that a nest shape is where both hands are cupped together with fingertips facing away from the body with no gaps between them</p> <p>Begin to know how to practise catching a beanbag/ball using a nest shape, e.g. throwing and catching in pairs</p>	<p>communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination</p>			
Fine Motor Skills	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To write letters with some idea of ascenders and descenders</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p>

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	<p>using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>Begin to know how to hold scissors correctly/safely and cut with control</p> <p>To hold a fork and spoon correctly</p>	<p>along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write own name and copy some taught letters</p> <p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To thread small beads and use small pegs</p> <p>To write taught letters using correct formation</p>	<p>and control the size of letters</p>	<p>To paint using thinner paintbrushes</p>	<p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Begin to show accuracy and care when drawing.</p>
<p>Provision / Activities</p>	<p>PD is developed throughout the year through high quality interactions, modelling, P.E lessons, motor skill groups, daily motor/writing sessions, open ended and engaging learning environments, resources and role-play areas, yoga sessions, culinary sessions, daily hand strengthening videos and playdough disco.</p> <p>Continuous Provision:</p> <p>Cooperation games e.g. parachute games. Use of outdoor equipment, adventure playground, obstacle course. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, skateboards, body boards and trikes.</p> <p>Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Threading, cutting, weaving, playdough, fine motor activities e.g. Tap-Tap, hammer beads, peg boards, geoboards etc. Draw lines and circles using gross motor movements. Large scale mark-making using a wide range of writing tools e.g. chinks, paints, wet brushes etc. Large and small scale construction. Puzzles. Creative and writing areas fully stocked with a variety of resources and equipment. DT projects e.g. moveable mechanisms, malleable materials - clay models, salt dough decorations, baking cakes/bread/gingerbread men. Making soups/fruit salads/Easter nests.</p>						

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Area of Learning	Literacy						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Comprehension	<p>To begin to use pictures to tell stories</p> <p>To sequence familiar stories with support</p> <p>To independently look at 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 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.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Word Reading	<p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, ff, ll</p> <p>Plus: words with /s/ at the end</p>	<p>j, v, w, x, y, zz, qu, ch, sh, th (voice and unvoiced), ng, nk, ai, ee, igh, oa, es (where there is no change to the root word)</p>	<p>oo (book), ar, ur, oo (food), or, ow, oi, ear, air, ure, er, ow</p> <p>Words containing adjacent consonants can be</p>	<p>(Review of Phase 3 and 4 – Spring 1)</p> <p>Plus: review words with double consonants</p>	<p>Short and long vowels with adjacent consonants, building on previous exposure</p>	<p>ay, ou, ie, ,ea, -le oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, l-e, o-e, u-e, c (s)</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</p>

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	<p>HRSW: I, no, the, put of, is, to, go, into, pull, as, his</p>	<p>Plus: words /z/ at the end (dogs, beds, bees, zigzags) Words ending in s and -es</p> <p>HRSW: he she, buses, we, me, be, push, was, her, my, you</p>	<p>used as part of this teaching sequence (e.g. green, bright, paint, bloat, clown)</p> <p>HRSW: they, all, are, ball, tall, when, what</p>	<p>HRSW: said, so, have, were, out, like, some, come, there, little, one, do, children, love</p>	<p>CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Word endings in suffixes - ing -ed /ed/ - ed /t/ -ed /d/ -er -est</p> <p>Compound words</p>	<p>HRSW: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</p>	<p>with their phonic knowledge, including some common exception words.</p>
Writing	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To identify initial sounds with support</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 taught letters correctly</p> <p>To begin to write simple sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a stop mark</p> <p>To spell words using taught sounds</p> <p>To spell some</p>	<p>To form taught lowercase letters correctly and begin to form taught capital letters</p> <p>To write sentences using finger spaces and stop marks</p> <p>To spell some taught high frequency words correctly</p> <p>To begin to read their work back</p>	<p>To form taught lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To use capital letters at the start of a sentence</p> <p>To use finger spaces and stop marks when writing a sentence</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 stop marks</p> <p>To read their work back and check it makes sense</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

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			taught high frequency words correctly		To read their work back		
Provision / Activities	<p>Literacy is developed throughout the year through our linguistic phonics approach, high quality interactions, daily phonics and writing sessions, daily motor sessions, open ended and engaging learning environments, resources and role-play areas, daily hand strengthening videos.</p> <p>Writing: Name writing cards, labelling models, lists, label characters / images, rhyming strings, writing for a purpose in role play areas / learning environment, posters, story maps, instructions, recipes, life cycles, character descriptions, diary entries, recounts, poems, stories, teacher to model writing areas and activities during free flow, star writer display</p> <p>Reading: Daily story time, use of big books, 1:1 reading, silly soup, letter/word bingo, word hunts, story of the week, class home story box, regular visit to school library, trip to local library, teacher to model book corner and use during provision, explore and discuss features of NFT and fictional nooks, arrange author/story teller visits</p>						
Area of Learning	Mathematics -To be updated in line with Kite use of White Rose						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Number	<p>Early mathematical experiences Classifying objects based on one attribute</p> <p>Matching equal and unequal sets</p> <p>Comparing objects and sets</p> <p>Ordering objects and sets</p> <p>Pattern and early</p>	<p>Numbers within 6 Count up to six objects.</p> <p>One more or one fewer</p> <p>Order numbers 1 – 6</p> <p>Conservation of numbers within six</p> <p>Addition and subtraction within 6</p>	<p>Numbers within 10 Count up to ten objects</p> <p>Represent, order and explore numbers to ten</p> <p>One more or fewer, one greater or less</p> <p>Addition and subtraction within 10 Explore addition as</p>	<p>Grouping and sharing (recap)</p> <p>Number patterns within 15 Count up to 15 objects and recognise different Representations</p> <p>Order and explore number patterns to 15</p>	<p>Securing addition and subtraction facts Commutativity</p> <p>Explore addition and subtraction</p> <p>Compare two amounts</p> <p>Number patterns within 20</p>	<p>Recap number within 10/20</p> <p>Exploration of patterns within number</p> <p>Explore numbers and strategies</p> <p>Recognise and extend patterns</p> <p>Apply number, shape and measures</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>

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	<p>number Recognise, describe, copy and extend colour and size patterns</p> <p>Count and represent the numbers 1 to 3</p> <p>Estimate and check by counting</p>	<p>Explore zero</p> <p>Explore addition and subtraction</p> <p><i>Measures</i> <i>Estimate, order compare, discuss and explore capacity, weight and lengths</i></p> <p><i>Shape and sorting</i> <i>Describe, and sort 3- D shapes</i></p> <p>Describe position accurately</p>	<p>counting on and subtraction as taking away</p> <p>Grouping and sharing Counting and sharing in equal groups</p> <p>Grouping into fives and tens</p> <p>Relationship between grouping and sharing</p> <p><i>Calendar and time</i> <i>Days of the week, seasons</i></p> <p><i>Sequence daily events</i></p>	<p>One more or fewer</p> <p>Doubling and halving Relationship Between doubling and Halving</p> <p><i>Shape and pattern</i> <i>Describe and sort 2-D and 3-D shapes</i></p> <p><i>Recognise, complete and create patterns</i></p>	<p>Count up to 10 and beyond with objects</p> <p>Represent, compare and explore numbers to 20</p> <p>One more or fewer</p> <p>Number patterns beyond 20 One more one less Estimate and count Grouping and sharing</p>	<p>knowledge</p> <p>Count forwards and backwards</p> <p><i>Money</i> <i>Coin recognition and values</i></p> <p><i>Combinations to total 20p</i></p> <p><i>Change from 10p</i></p> <p><i>Measures</i> <i>Describe capacities</i></p> <p><i>Compare volumes</i></p> <p><i>Compare weights</i></p> <p><i>Estimate, compare and order lengths</i></p>	
<p>Numerical Patterns</p>	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To compare quantities to 6</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 10</p> <p>To begin to understand the</p>	<p>To count to 20</p> <p>To compare quantities to 15</p> <p>To explore odd and even umbers</p> <p>To order numbers to 15</p>	<p>To count to 25</p> <p>To add numbers</p> <p>To subtract Numbers</p> <p>To find the missing number</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are Odd</p> <p>To know that 2,</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>

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			<p>different between odd and even numbers up to 10</p> <p>To combine two groups of objects</p>	<p>To count back from 15</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>4, 6, 8, 10 are Even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Provision / Activities</p>	<p>Maths is developed throughout the year through our Mathematical Mastery approach, high quality interactions, daily maths sessions, engaging learning environments, resources and role-play areas.</p> <p>During lessons and within the learning environment – show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Put objects into five frames and then ten frames, part whole model etc. Encourage children to use their fingers for support. Display numerals in order alongside dot quantities or tens frame arrangements. Play board games and card games such as snap or matching pairs with cards. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards. Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground. Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Distribute items evenly. Make deliberate mistakes to provoke discussion. Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more. Model conceptual subitising: “Well, there are three here and three here, so there must be six.” Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched.” Plan games which involve partitioning and recombining sets. Make visual and practical displays in the classroom showing the different ways of making numbers to 5. Help children to learn number bonds through lots of hands-on experiences. Play hiding games with a number of objects in a box, under a cloth etc. “6 went in the tent and 3 came out. I wonder how many are still in there?” Spot and use opportunities for children to apply number bonds: “There are 5 of us but only 2 clipboards. How many more do we need?” Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources. Teach children to solve a range of jigsaws of increasing challenge. Investigate how shapes can be combined to make new shapes. Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Compare length, weight and capacity. Model comparative language using ‘than’ and encourage children to use this vocabulary. For example: “This is heavier than that.” Ask children to make and test predictions. “What if we pour the jugful into the teapot? Which holds more?”</p>						

Reception Progression Map

Area of Learning	Understanding the world						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Past and Present</p>	<p>To know about their own life-story.</p> <p>Know how to identify how old they are and begin to know how to identify when they were born</p> <p>Know that people around them were born at different times and are older or younger than they are</p>	<p>Know that now refers to the current day</p> <p>Begin to know that the past refers to events that happened before a set time (or the current day)</p> <p>To know about figures and people from the past (Guy Fawkes, Neil Armstrong, cave men and women)</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To begin to know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To begin to know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (farming/wild animals)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (Floella Benjamin – Coming to England)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (seaside/piracy)</p> <p>Begin to know that history refers to the knowledge and study of people and events in the past</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>People, culture and communities</p>	<p>To know about family structures and talk about who is part of their family</p> <p>Know that a family is a group of people (adults and children)</p>	<p>Begin to know that all families may be different</p> <p>Know that a celebration is a time when people come together to remember something</p>	<p>To know what a belief is</p> <p>To know about people who help us within the local community.</p> <p>Begin to know that a map is a</p>	<p>Begin to know that a church is a Christian place of worship</p> <p>Begin to know that the Bible is a Christian book which uses stories and</p>	<p>To begin to understand what the Bible tells people about God</p> <p>Begin to know how to identify the UK on a map/globe</p>	<p>To discuss what is right and what is wrong (philosophy)</p> <p>To know that simple symbols are used to identify features on a map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>

Reception Progression Map

	<p>who are related to each other</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the school they attend.</p> <p>To know the name of the town they live in.</p> <p>Know that they live in England. Begin to know: the capital of England is London, the English flag, England is in the UK.</p> <p>Begin to know how to describe some features of their immediate environment, e.g. roads, houses, shops, schools, parks, churches, etc.</p>	<p>(birthday/ Christmas)</p> <p>Begin to know that an important celebration for Hindus and some other religions is Diwali, which is a five-day festival of light</p> <p>Begin to know that Diwali is celebrated in different ways including a large meal, lighting candles, song/dance and fireworks</p> <p>To talk about the Christmas Story and how it is celebrated. Begin to know that Christians believe that Jesus is the son of God</p> <p>Know that Christmas is a special day that</p>	<p>representation of an area of land or sea showing physical features, cities, roads, etc.</p> <p>Begin to know that an ocean is a large expanse of water/sea.</p> <p>Begin to know that land is part of the Earth's surface not covered by water</p> <p>To draw information from a simple map.</p>	<p>pictures to help Christians understand what God is like</p> <p>Begin to know that Christians believe that Jesus died on a cross on Good Friday</p> <p>Begin to know that Easter Sunday is remembered by Christians as the day that Jesus rose from the dead</p> <p>Begin to know that a globe is spherical representation of the world</p> <p>Begin to know that there are many countries around the world</p>	<p>Begin to know that there are differences and similarities between where we live and other countries</p> <p>Begin to know that there are many different religions in the world</p>	<p>To identify some similarities and difference between where we live and some other countries</p> <p>Begin to know that religion refers to what people believe about their relationship to a god(s)</p>	<p>and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
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Reception Progression Map

		<p>celebrates the birth of Jesus</p> <p>To begin to know that people around the world have different religions</p> <p>To begin to know that there are many countries around the world</p>					
The Natural World	<p>Know how to begin to talk about and compare the weather that they experience, using terms such as cloudy, sunny, warm, hot, cold, rainy, stormy</p> <p>Begin to know that autumn is when the weather begins to get cooler and leaves</p>	<p>Begin to know that there are four seasons in the UK: spring, summer, autumn, winter</p> <p>To know that some animals are nocturnal</p> <p>Know that we live on a planet called Earth. Know that planet Earth is</p>	<p>Begin to know that in winter it can snow and is the coldest time of the year</p> <p>To know some important processes and changes in the natural world including states of matter (freezing/melting- winter)</p>	<p>Begin to know that spring is when the weather begins to get warmer and blossoms appears on some plants</p> <p>Begin to know that plants can grow in many types of places, including on land or in water</p>	<p>To observe the growth of seeds and talk about changes</p> <p>Know that plants need water, light and a suitable temperature to grow</p> <p>Know how to <i>begin to compare</i> the basic needs of</p>	<p>Begin to know that summer is the warmest time of the year</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To know some important processes and</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them</p>

Reception Progression Map

	<p>start to fall off of some trees</p> <p>Begin to know that a season is a time of year and each season has its own temperature and weather patterns</p> <p>To respect and care for the environment around them.</p>	<p>often referred to as 'the world'.</p> <p>Begin to know that Earth is one of eight planets in space which travel around the sun.</p> <p>To ask questions about the natural environment.</p> <p>Begin to know that objects are made out of materials</p> <p>Begin to know that a material is the matter or substance that objects are made from</p> <p>Begin to know that different materials have different features or properties to make them suitable for different uses</p>	<p>To know about farm animals, their young and what they produce</p> <p>To know the different between herbivores and carnivores</p> <p>To begin to know what different foods provide for our bodies</p> <p>Begin to know how to name and describe different familiar materials: paper, card, plastic, glass, wood, metal</p> <p>Begin to know that natural materials are made from products found in nature such as wood</p> <p>Begin to know that man-made materials are not found in nature but</p>	<p>Begin to know that some plants produce fruit and some produce flowers</p> <p>Begin to know that plants usually have: a stem, leaves, roots, petals (blossoms)</p> <p>Begin to know how to draw plants, including some of their specific parts</p> <p>Begin to know that plants usually have: a stem, leaves, roots, petals (blossoms)</p>	<p>a plant to a human</p> <p>To learn about lifecycles of plants and animals (chicken, butterfly)</p> <p>To know about different habitats</p> <p>To begin to know what different foods provide for our bodies- food groups</p> <p>To understand the importance of a healthy diet</p>	<p>changes in the natural world including states of matter (floating, sinking)</p>	<p>including the season and changing states of matter.</p>
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Reception Progression Map

			are made by humans such as plastic				
Provision / Activities	<p>Understanding the world is developed throughout the year through high quality interactions, responding to children’s interactions and asking questions, modelling new activities, taking children to new areas within school/outdoor environment/outdoor classroom, exploring the natural world, going on seasonal walks, exploring the 5 senses, looking at photographs, sharing holiday/half term news, circle times, Tapestry observations, having discussions with parents, weather and calendar charts shared every day, hands-on learning (class caterpillars), special visitors from local community e.g. firefighters, police, vet, nurse, dentist, reverend, librarian etc (different occupations), parents from different countries ‘show and tell’, celebrate and value cultural, religious and community events and experiences, explore Google Earth, simple map reading. School trip to farm/library.</p> <p>Continuous Provision: Change roleplays area to reflect children’s interests/ learning themes, provide sensory trays, interesting objects introduced to extend imagination, allow children to explore natural environments, make collections of natural materials to investigate and talk about, providing magnifying glasses, encouraging children to talk about what they see, sharing learning journey books and encouraging parents to take an active role, plant seeds and bulbs for children to observe changes, water games, floating and sinking, making boats, exploring waterproof materials, making vegetable soup, technology – bee-bots, camera’s, torches, Ipads, binoculars, outdoor learning, planting, growing seeds, providing different ethnicities of dolls, photographs of people’s families, creating displays of family members/photographs, Pop in and Play sessions.</p>						
Area of Learning	Expressive arts and design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Creating with materials	<p>To name common colours: red, yellow, blue, green, orange, white, black, pink, purple, brown</p> <p>To create simple representations of people and object</p> <p>Know that we can make marks with pencils, pens, crayons, chalks</p>	<p>To experiment with mixing colours</p> <p>To use colours for a particular purpose</p> <p>Know that painting is the practice of applying paint to a surface, usually with a brush</p> <p>To use natural objects to create a</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>Know that we can create models with a range of resources, such as: construction kits, junk modelling</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</p>	<p>Begin to know that a secondary colour is made by mixing equal amounts of two primary colours</p> <p>Begin to know that secondary colours are purple, orange and green</p>	<p>To know some similarities and differences between materials</p> <p>To know some facts about Paul Klee and recreate some of his pieces during continuous provision e.g. 3d shapes, paints etc.</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>

Reception Progression Map

	<p>Know that we can use a range of movements to create mark. Begin to know that a line is a mark we can make to join marks together</p> <p>Know that a drawing is a picture or diagram made with a pencil, pen or crayon (rather than paint)</p> <p>Know how to talk about the marks we make and what they represent</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p>	<p>cave painting XXXXXX</p> <p>To explore different techniques for joining materials (Glue Stick, masking tape, PVA)</p> <p>To use some cooking techniques (making soup/Christmas DT projects).</p> <p>To design and create a diva lamp</p> <p>To design and create a Christmas ornament</p> <p>To explore different marks and shade (mark-making grid in art books)</p>	<p>resources, paper, cardboard</p> <p>Begin to know that modelling means to create a more specific shape</p> <p>Know that materials can be hard, meaning not easily broken</p> <p>Know that materials can be soft, meaning they are easy to mould or break</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, cello tape, string)</p> <p>To use a range of media to create e.g. clay / salt dough etc</p>	<p>different role play scenarios</p> <p>Begin to know that red, yellow and blue are primary colours</p> <p>Begin to know that primary colours are colours which cannot be made by mixing other colours</p> <p>Begin to know that primary colours can be used to make nearly every other colour</p> <p>To use primary colours to recreate a piece of art work (Paul Klee's Castle and Sun representation in art book)</p>	<p>To design and plan what they are going to make (cooking, construction, creative activities, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials and joining techniques</p> <p>To design and create a minibeast scene with a moving mechanism</p>	<p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p> <p>To use collage to recreate a piece of art work (Paul Klee's Cat and Bird collage in art book)</p>	
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Reception Progression Map

	<p>To use non-statutory measures (spoons, cups)</p> <p>To use different construction materials</p>		<p>To design and create a Chinese New Year craft</p> <p>To draw a self portrait in art books</p>				
<p>Being imaginative and expressive</p>	<p>To sing and perform nursery rhymes</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether they like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform a song in the Christmas Play</p> <p>To join in with whole school singing assemblies (academy specific)</p> <p>To begin to build up a repertoire of songs</p> <p>To sing songs</p> <p>To use costumes and resources to act out narrative</p>	<p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>To learn and perform a poem (black bird with Makaton signs?)</p>	<p>To perform songs at the Easter Concert (academy specific)</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> <p>To create and perform a poem (Don't Do, Michael Rosen?)</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p> <p>To create and perform a poem (My Castle, Bryan Moses?)</p>	<p>To perform songs, poems, stories, dance</p> <p>To listen to poems and create their own</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p> <p>To learn and perform a sea shanty</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>

Reception Progression Map

Provision / Activities	<p>Expressive Arts and Design is developed throughout the year through high quality interactions, music lessons, responding to children’s interactions and asking questions, in the moment planning, providing flexible resources for open-ended activities and props, guiding and encouraging children to solve conflicts independently, modelling role play activities, learning about artist – Paul Klee, encouraging children to use their own imagination when engaging in activities, providing plenty of listening activities for children to engage in, play, share and perform a wide range of songs from different cultures and historical periods, promoting and encouraging a ‘signing voice’, using a variety of songs with and without words, providing musical instruments</p> <p>Continuous Provision: Provide children with fully resourced writing areas, roleplay area, creative corner. Have available a range of fabrics and resources for the children to make and construct, provide a range of props, different resources for children to use their imagination to design and create. Junk modelling, construction resources and open-ended resources for children to make their own construction vehicles/resources out of, encourage children to role-play and take on a role, model activities to children and play alongside them, perform songs and plays, make pumpkin soup, make a Christmas ornament, learn about a famous artist, teach the skills of drawing and drawing a self-portrait, partake in the Christmas Nativity, create videos of children learning through play – show and enjoy.</p>						

Computing

By the end of Reception- the end of the Early Years Foundation Stage	
EYFS reference	Computing is no longer explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to age five. However, there are many opportunities for young children to use and explore technology within the EYFS curriculum and particularly when playing and exploring or creating and thinking critically and to begin to learn about online safety.
How children in Nursery and Reception learn	<p>‘Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.’ DfE Development Matters, July 2021.</p> <p>During the Nursery and Reception years, children will have the opportunity to explore the key knowledge below as part of both the curriculum and learning provision.</p>
Computing within Nursery and Reception	

Reception Progression Map

Begin to know that **technology** is anything made by people to help us *such as a washing machine, a pair of scissors, a car, a phone, a computer/device, a camera*

Begin to know that a **computer, laptop, IPAD or tablet (a device)** is a type of **information technology**

Begin to know that the main parts of a device include:

- a monitor/screen
- a keyboard
- a mouse/trackpad

Begin to know how to engage with familiar devices:

- know that a power button is a button that powers an electronic device on and off
- know how to power on and shut down a device properly
- know that a mouse/trackpad often has two buttons (and sometimes a wheel) and lets you select and move objects
- know how to move a mouse/trackpad around to make choices on the screen
- know that a keyboard is used input letters, numbers and other characters by pressing keys
- know that **typing** is the action or skill of writing using a device

Know that the interactive whiteboard/smartboard is connected to a computer and can help us to learn

Begin to know how to engage with familiar games/ programmes on a range of devices

Begin to know how to use and control a range of computing resources such as an IPAD, an interactive whiteboard, a Bee-Bot, a camera, a voice recorder, a remote control toy (this list is not exhaustive)

Online safety

Know that there are specific rules that we must follow to keep ourselves safe when using any form of computer or device:

- only use devices if we have asked a grown up for permission
- only open programs/apps that you have been asked to
- let a grown up know if you see something on the computer which is not nice to look at, scares you or makes you feel worried
- look after our devices

Reception Progression Map

Key-

Text in red is directly linked to the NC subject progression map

Blue- suggestions

Green- ELGs