

Reception Progression Map

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	All About Me/Where we live: Family Homes Senses Community/Brampton Town/Country	Colour my world: Halloween Bonfire Night - Night Time Christmas story Night time	Wonderful World: Earth, space, Antarctic, rainforest, and desert Whatever the weather: seasons	Traditional Tales Growing up generations Easter In the castle: Castles, dragons, princes and princesses	In the garden Life cycles – Frog/butterfly/plant Amazing Author: Nick Sharratt	The Seaside: Summer holidays (past and present) Animals: Farm, Pets, pond, zoo, sea creatures
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, paying attention. Develop spoken language, hold conversations in back- and -forth exchanges Understand instructions	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases and repeat phrases Engage in story times. Have favourite stories	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. 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 Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Make predictions of what might happen next in a story.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
ELG - Listening, Attention and Understanding ELG - Speaking						
Personal, Social and Emotional Development	Express their feelings and consider the feelings of others. See themselves as a valuable individual. Build constructive and respectful relationships. Learn to take turns and share.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
ELG -Self-Regulation ELG - Managing Self ELG - Building Relationships						
Physical Development	Develop stamina to sit in a correct posture Negotiate space and obstacles safely, with consideration for themselves and others. Moving energetically and safely. Develop pencil grip, begin to use a range of small tools including scissors, paint brushes and cutlery. Healthy Movers	Demonstrate strength balance and coordination when travelling over and across apparatus. Large Apparatus	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, exercise. Mini Me Yoga	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Ball Skills	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Sports Day skills	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Begin to show accuracy and care when drawing
ELG – Gross Motor Skills ELG – Fine Motor Skills						
Literacy	Set 1 sounds Teach set 1 sounds: m a s d t l n p f e l h r j w x y z Read individual letters by saying the sounds for them.	Recap any single letter gaps. Teach children to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Special Friends: sh, ch, th, qu, ng, nk Read some letter groups that each represent one sound and say sounds for them. Read short Ditty stories	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read Red storybooks	Set 2 sounds Teach set 2 sounds: ay, ee, igh, oo, oo, air, ir, ou, oy Form lower-case and capital letters correctly. Read four double consonants Read Green Story Books	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Children can read all set 1 sounds and some of set 2 sounds in words, including words with consonant blends. Read with speed and without hesitation
ELG – Comprehension ELG – Word Reading ELG - Writing						
Mathematics	WRM Getting to know you Matching, Sorting & Compare Talk about Measure and Pattern Counting and representing numbers Introduce a five frame Positional Language Comparing size mass and capacity	WRM It's Me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with four sides Numbers 4 and 5 Representing numbers to 5 Composition of 4 and 5 One more and one less Shapes, look at squares and rectangles	WRM Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time Numbers 0,5, 6, 7, 8 Introducing zero Comparison/ composition to 5 6,7,8 Making pairs Compare mass/capacity Length, height, time	WRM Building 9 and 10 Exploring 3D shapes Number bonds to 10 Composition Counting on and counting back Ordering Number recognition Shape 3D / patterns	WRM To 20 and beyond How many now? Numbers 10, 11, 12, 13, 14, 15 Building numbers beyond 10 Counting patterns beyond 10 Adding More Taking Away	WRM Sharing and grouping Visualise, build and map Make connections Consolidation Numbers 16, 17, 18, 19, 20 Doubling Sharing Odd/Even Deepening understanding Patterns and relationships Spatial reasoning

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	<p>ELG – Number ELG – Number Pattern</p>					
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>	<p>Understand that some places are special to members of their community. Learn and use taught vocabulary to ask and answer questions, describe what they observe and know. • Begin to use taught vocabulary in different contexts, through interactions with adults and peers.</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 things in the past and now, drawing on experiences</p>
<p>ELG – Past and Present ELG – People, Culture and Communities ELG – The Natural World</p>						
<p>Expressive Arts and Design</p>	<p>Develop storylines in their pretend play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Create collaboratively sharing ideas, resources, and skills.</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>ELG – Creating with Materials ELG – Being imaginative and Expressive</p>						

