

Progression of skills in Reception

PSED

Autumn - We learn to cooperate and collaborate to keep play going. We can talk about our own feelings and also notice others' feelings and try to help them. We get emotional support and practical help from adults when we need it and join in with discussions about how to resolve conflict. We persevere in our own learning. We describe ourselves in positive terms, knowing what we are good at and what we need to do next. If someone is new to our class, we are welcoming towards them. We talk about our class rules and how they keep us safe. We can also follow basic hygiene practices and make some healthy choices. In class, we know where to find the resources we need.

Spring - Talking to others is key to our play and we engage in group play, negotiating ideas and activities. We ask questions of others and can respond appropriately to others' questions (including whilst engaged in an activity). We show resilience in achieving our end goal, have a growing understanding of right and wrong and can link it to our own experiences and have an understanding of fairness. We use this to attempt to repair a relationship when our actions or behaviours have upset others. We use strategies such as sharing, cooperation and compromise to manage social situations. We discuss healthy practices that contribute to good health and can dress and undress independently.

Summer - We work and play cooperatively, taking turns with others. We form positive attachments with adults and friendships with peers. We show sensitivity to our own and others' needs and feelings and begin to regulate our behaviour accordingly. We are confident trying new activities, and show independence, resilience and perseverance in the face of challenge. We set and work towards simple goals, being able to wait for what we want. We can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and follow instructions involving several ideas or actions. We can explain why we have rules, know right from wrong and try to behave accordingly. We manage our own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

C&L

Autumn - We read a range of stories and rhymes. We learn to retell a story in sequence and can understand and respond to humour in some of them. We listen to, show interest in and respond to others' ideas and, in two-channelled interactions, focus on the topic of conversation. We follow on from what the other person has said and can link statements, sticking to a main theme. We are also learning that some words have two meanings (for example, 'orange'). In our play, we introduce storylines or narratives and are increasingly confident using language in social situations.

Spring - We can follow an oral story without the use of pictures or props, can understand a range of complex sentence structures including negatives, plurals and tense markers and can focus on a single aspect of a complex situation. We use talk to organise, sequence and clarify our thinking, ideas, feelings and events. We also extend our vocabulary and explore using new words. We share and discuss more complex ideas.

Summer - During whole class or small group discussions, we listen attentively, responding with relevant questions, comments and actions. We make comments about what we've heard, offer our own ideas and ask questions to clarify our understanding. We can hold conversations with our teachers or peers. We also offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. We express

our ideas and feelings about our experiences using full sentences, including using past, present and future tenses and conjunctions, with support from our adults.

PD

Autumn - We move in different ways like running, skipping, hopping, jumping or rolling and learn to balance on one foot. When we play chasing or racing games, we can slow down or change the way we're going so that we don't bump into things. We use a range of tools like scissors, cutters, paintbrushes, pens or bricks to make things we want. We can make anticlockwise circle marks and lines that go up and down and can write more letters with increasing accuracy.

Spring - We move on our feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps, can jump off a step or climbing equipment and can land appropriately. We can push, pat, throw, catch or kick things like a large ball. We have practiced holding a pen or pencil comfortably and use it to write letters that are increasingly formed correctly. When we write letters, we usually start and finish in the right place. We use tools to make changes to materials appropriately such as scissors to cut shapes from paper, small tweezers to transfer small objects, and cutters to make shapes from dough and can hold them safely.

Summer - We negotiate space and obstacles safely, with consideration for ourselves and others; demonstrate strength, balance and coordination when playing; and can move energetically (for example, running, skipping, jumping, dancing, hopping and climbing). We have learnt to hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases) and use a range of small tools, including scissors, paint brushes and cutlery. We are beginning to show accuracy and care when drawing.

LITERACY

Autumn - We learn to orally blend CVC words. We hear and use some initial sounds in our reading and writing. We know that writing goes from left to right and use our phonics knowledge to start to write labels and captions. We have a comfortable grip with good control when holding pens and pencils and form letters with increasing accuracy. After listening to a story, we incorporate increasing detail when discussing the setting, characters and events. Our speech is shaped by our reading experiences. We apply our understanding of stories in our play. We can also respond to factual information that has been read to us.

Spring - We begin to match the spoken to the written word and have learnt to recall most single letter sounds and a few digraphs. We can read a few high frequency words and can read phonically decodable books that match our phonics knowledge, understanding that we read from left-to-right and top-to-bottom. We sit, listen and retain information from longer stories. We ask questions and give explanations using descriptive language connected to a story or a non-fiction text. We have been practising breaking the flow of speech into words and hearing, saying and writing many sounds including digraphs. We write recognisable letters that are increasingly formed correctly. We enjoy creating texts to communicate meaning, such as cards, tickets, lists or invitations.

Summer - We can say a sound for each letter in the alphabet and at least 10 digraphs and read words consistent with this knowledge by blending sounds together. We use this phonics knowledge to read simple sentences. We read some common exception words. We demonstrate understanding

of what has been read to us. We use and understand recently introduced vocabulary during discussions and during role-play. We write recognisable letters, most of which are correctly formed. When writing, we spell words by identifying sounds in them and representing the sounds with a letter or letters. We write simple phrases and sentences that can be read by others.

MATHS

Autumn - We learn the key times of the day, class routines and where things belong. Through this, we develop our positional and time-related language. We learn how to represent and compare the numbers to three and to make them in different ways. We then learn to represent numbers to five and to find one more or less than a given number to five. We compare the size, mass and capacity of objects, explore patterns and learn about circles, triangles and shapes with four sides.

Spring - We learn about the number zero. We then learn to represent and compare numbers to five and to make them in different ways. We learn to represent the numbers six to ten. We compare them, combine two amounts, make pairs and find number bonds within 10. We compare mass and capacity, and learn about length, height and time. We develop our understanding of spatial awareness and pattern and also learn about some 3D shapes.

Summer - We have a deep understanding of numbers to 10 and can subitise up to five. We automatically recall number bonds up to five (including subtraction facts) and some number bonds to 10, including double facts. We verbally count beyond 20. We also recognise quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other. We explore and represent patterns within numbers up to 10.

UW

Autumn - We understand that the world needs to be looked after and that not all environments are the same. We notice the seasons and how they and the weather change. We talk about special places and why they are special. We also understand that not all people are the same and that some people have different beliefs and celebrate special times in different ways. We discuss things that have happened in our past and are beginning to understand that some things happened a long time ago.

Spring - We talk about why things happen and how things work. We also make comments and ask questions about aspects of the natural world and notice how things change. We talk about some of the key roles people have in our local community. We also know that the world is made up of lots of countries and can talk about other countries. We talk about people from the past and can use words such as 'yesterday', 'tomorrow', 'last week' and 'last year'.

Summer - We explore the world around us, making observations of animals and plants. We know some similarities and differences between the world around us and other environments. We understand some important changes in the natural world, including the changing seasons. We describe our immediate environment. We know some similarities and differences between different religious and cultural communities in this country and some similarities and differences between life here and life in other countries. We talk about the lives of the people around us, know some similarities and differences between things in the past and now and understand the past through settings, characters and events from books.

EAD

Autumn - We are beginning to develop our own ideas when creating with different materials and make increasingly complex structures using construction, loose parts or small world and use them to support our story-telling. Our play is starting to have a storyline. We make music in a range of ways. We are beginning to express our thoughts and feelings through dance, music, drama and visual arts.

Spring - We choose the right materials for what we want to make and can say why. We also talk about what we have made and how. We use a range of tools safely and can work and create in a group, sharing skills and listening to the ideas of others. We explore, use and refine a variety of artistic effects to express ideas and feelings and can act out our own and favourite stories.

Summer - We safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We share our creations, explaining our processes. We invent, adapt and recount narratives and stories with our friends or teachers. When role playing characters, we make use of different props and materials. We sing a range of nursery rhymes and songs and also perform songs, rhymes, poems and stories with others, trying to move in time with the music.