

# Manorbrook Primary School

## Reception Class Skills and Knowledge Progression 2022

A progression through the three prime and four specific areas, to build learning sequentially towards the Early Learning Goals



### Reception Class Skills and Knowledge Progression for Communication and Language

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Listening, attention and understanding</b>	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To respond to instructions with more than one step</p> <p>To begin to understand humour</p>	<p>To ask questions to find out more</p> <p>To understand a range of complex sentence structures</p> <p>To begin to understand how and why questions</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To begin to have conversations with adults with back and forth exchanges</p>	<p>To understand questions such as who, what, where, when, why and how</p> <p>To begin to have conversations with adults and peers with back and forth exchanges</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>
<b>Speaking</b>	<p>To talk in a small group</p> <p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class.</p> <p>To use learnt vocabulary in a range of settings</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>To share their work with the class, standing up at the front</p>	<p>To engage in non-fiction books</p> <p>To talk about their ideas and what they have done, to the class</p>	<p>To link statements and stick to a main theme</p> <p>To begin to talk about why things happen</p> <p>To begin to talk in sentences using a range of tenses</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</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>

## Reception Class Skills and Knowledge Progression for Personal, Social and Emotional Development

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Self-Regulation</b>	<p>To recognise different basic emotions</p> <p>To understand how people show basic emotions</p> <p>To focus during short whole class activities</p> <p>To follow one-step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To identify a wider range of emotions</p> <p>To focus during longer whole class sessions and assemblies</p> <p>To begin to follow two-step instructions</p> <p>To set a goal</p>	<p>To begin to regulate their emotions in a range of simple ways</p> <p>To consider the feelings of others</p>	<p>To regulate their emotions in a range of ways</p> <p>To begin to listen to adults whilst engaged in an activity</p>	<p>To follow instructions of two steps or more</p> <p>To listen and respond to adults whilst engaged in an activity</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</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>
<b>Managing Self</b>	<p>To wash hands independently</p> <p>To put a coat on</p> <p>To get changed for P.E with support</p> <p>To use the toilet Independently</p> <p>To begin learning the class rules</p>	<p>To know and understand the class rules and why they are important</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p> <p>To practise doing up a zip</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing buttons</p>	<p>To manage own basic needs independently</p> <p>To identify and name healthy and unhealthy foods</p>	<p>To understand the importance of healthy food choices</p> <p>To put uniform on and do up zippers and buttons independently</p>	<p>To show resilience and perseverance in the face of challenge</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>
<b>Building Relationships</b>	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children on the same activity</p> <p>To develop positive relationships with peers and adults</p>	<p>To understand what a good friend is</p> <p>To begin to work in a group with support</p> <p>To begin to take turns and share with others</p>	<p>To consider their needs and the needs of others</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To work as a group</p> <p>To listen to the ideas of other children and agree on solutions and compromises</p>	<p>To communicate with increasing confidence, with adults around the school</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

## Reception Class Skills and Knowledge Progression for Physical Development

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Gross Motor Skills</b>	<p>To move safely in a space</p> <p>To explore different ways to travel in a space</p> <p>To balance, run, change direction and stop safely</p> <p>To refine jumping, hopping and skipping skills</p> <p>To copy the actions of others</p> <p>To line up with the class</p>	<p>To move safely with confidence expressing ideas through movement</p> <p>To begin to move with control and co-ordination, including on trees and outdoor equipment</p> <p>To copy, link and repeat actions into sequences</p> <p>To stay in line while moving</p>	<p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p> <p>To explore striking a ball</p>	<p>To stay within lines when running down a track</p> <p>To develop precision and accuracy when engaging in activities that involve a ball</p> <p>To negotiate obstacles safely (e.g. obstacle races)</p>	<p>To combine different movements with ease and fluency</p> <p>To move with control and co-ordination including on trees and outdoor equipment</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<b>Fine Motor Skills</b>	<p>To hold scissors correctly and make snips in paper</p> <p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold a fork and spoon correctly and use them correctly with support</p>	<p>To hold scissors correctly and cut along a straight line</p> <p>To use anticlockwise movement and retrace vertical lines</p> <p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To begin to use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a zig-zag</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To begin to hold a knife correctly and use to cut food independently</p>	<p>To use a tripod grip with reminders</p> <p>To hold scissors correctly and cut out along a curved line</p> <p>To write letters using the correct letter formation</p> <p>To begin to use a knife, fork and spoon to eat</p>	<p>To use a tripod grip in almost all cases</p> <p>To hold scissors correctly and cut various materials</p> <p>To independently use a knife, fork and spoon to eat</p>	<p>To hold scissors correctly and cut various materials with some accuracy</p> <p>To write letters maintaining the correct letter formation when writing longer pieces</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> <p>Begin to show accuracy and care when drawing.</p>

## Reception Class Skills and Knowledge Progression for Maths

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Number</b>	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To know addition facts to make 5</p> <p>To know 0</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition and subtraction facts to 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match the number to quantity</p>	<p>To solve simple Number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</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 to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.</p>
<b>Numerical Patterns</b>	<p>To count out loud to 5</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 out loud to 10</p> <p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p>	<p>To count out loud to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the difference between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>To count out loud to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p>	<p>To count out loud to 25</p> <p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p>	<p>To count out loud to 30 and begin to count higher</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To share quantities equally</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> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>

<b>Numerical Patterns (Continued)</b>				To take away objects and count how many are left  To find the missing number	To order numbers e.g. 13, 15, 19  To find the missing number in addition and subtraction sentence problems		
<b>Measure, Shape and Spatial Thinking</b>	To match objects  To sort objects  To compare capacity, length, height, size.  To finish a repeating pattern of 2 objects or colours  To recognise and name circle and triangle	To explore circles and triangles  To use positional language  To explore shapes with 4 sides  To begin talking about time	To order objects by height & length  To order the days of the week  To measure height using cubes  To measure time  To explore 3D shapes and their properties	To match 3D shapes  To match 3D objects with real life objects  To use 3D shapes to print  To begin to name 3D shapes and explore their properties	To use 'First, then, now...' addition and subtraction stories  To measure capacity  To make pictures with shape arrangements	To finish a repeating pattern  To make patterns using shapes  To solve mathematical word problems  To make maps from stories	<p>There are no early learning goals that directly relate to shape, space and measure objectives.</p> <p>However, children will have experienced a range of opportunities to develop their spatial reasoning skills in shape, space and measure</p>

## Reception Class Skills and Knowledge Progression for Literacy

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Comprehension</b>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To independently look at books, holding them the correct way and turning pages</p>	<p>To begin to answer questions about the stories read to them</p> <p>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>To begin to predict what may happen in the story</p>	<p>To act out stories</p> <p>To predict what may happen in the story</p> <p>To sequence familiar stories using story maps with support</p> <p>To follow a story without pictures or props</p>	<p>To retell a story</p> <p>To talk about the characters in the stories or texts they hear</p> <p>To retell familiar stories using story maps</p> <p>To answer simple questions about what they have heard or read</p>	<p>To answer questions about what they have heard / read using recently introduced vocabulary</p> <p>To demonstrate use of recently introduced vocabulary during role play with support</p>	<p>To participate in discussions about stories or other texts they have heard or read, using recently introduced vocabulary</p> <p>To independently demonstrate use of recently introduced vocabulary during role play</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>
<b>Writing</b>	<p>To recognise their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To begin to write VC and CVC words using taught sounds</p>	<p>To copy their name</p> <p>To use the correct letter formation of taught letters</p> <p>To begin to write labels using taught sounds</p>	<p>To write their name</p> <p>To form lower-case letters correctly</p> <p>To begin to write captions and sentences using finger spaces</p> <p>To tell an adult what they are going to write when prompted</p>	<p>To form lower-case letters correctly and begin to form capital letters</p> <p>To begin to write sentences using finger spaces and full stops</p> <p>To tell an adult what they are going to write and attempt to write it independently</p> <p>To begin to read their writing and check it</p>	<p>To form lower-case and capital letters correctly</p> <p>To begin to write longer words that are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To read their writing and check it</p>	<p>To form lower-case and capital letters correctly</p> <p>To write longer words that are spelt phonetically</p> <p>To begin to write sentences using a capital letter, finger spaces and a full stop</p> <p>To read their work back and begin to improve it</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>

<p><b>Word Reading and Phonics</b></p> <p><i>(This row can be read alongside the Unlocking Letters and Sounds Progression Document)</i></p>	<p>To recognise, blend and segment the following taught Phase 2 sounds: s a t p i n m d g o c k c k e u r h b f f l l s s</p> <p>To read the common exception words: the to into no l go</p>	<p>To recognise, blend and segment the Term 1 sounds, plus the following Phase 3 sounds: j v w x y z z z q u c h s h th (voiced and unvoiced) n g a i e e i g h o a o o a r o r u r</p> <p>To read words with -ing endings (with no change to the root word)</p> <p>To read the common exception words: me we be he she was you they all</p> <p>To write the common exception words: the into go to l no</p>	<p>To recognise, blend and segment the Term 1 and 2 sounds, plus the following Phase 3 sounds: ow oi ear air ure er</p> <p>To revisit all the GPCs and CEWs from Terms 1 and 2</p> <p>To read the common exception words: are my her</p>	<p>To revisit all the GPCs and CEWs from Terms 1, 2 and 3 to consolidate pupils' knowledge of Phase 2 and 3 phonics</p>	<p>To teach blending and segmenting of words with adjacent consonants that contain graphemes taught in Phase 2</p> <p>To revisit reading words with -ing endings (with no change to the root word)</p> <p>To read words with -ed endings (with no change to the root word)</p> <p>To read the common exception words: said have like so do some come were there little one when out what</p> <p>To write the common exception words: he she we me be was you they all are my her</p>	<p>To teach blending and segmenting of words with adjacent consonants that contain graphemes taught in phase 3</p> <p>Revisit all the GPCs and CEWs from Terms 1 to 5</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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## Reception Class Skills and Knowledge Progression for Understanding the World

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Past and Present</b>	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know about figures from the past</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 (Guy Fawkes, London, Remembrance Day)</p>	<p>To talk about the past in my life and my family's life</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 (Old and new toys, technology)</p>	<p>To think about how the world has changed</p> <p>(David Attenborough and the Environment)</p>	<p>To know about the past through settings, characters and events encountered in books read in class</p> <p>(David Attenborough and animals)</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</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>
<b>People, Culture and Communities</b>	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know we live in Thornbury</p> <p>To know about features of the immediate environment.</p> <p>To learn about people who help us</p>	<p>To know how Hindus celebrate Diwali around the world</p> <p>To know about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p> <p>To look at a simple map of the UK</p>	<p>To know about Chinese New Year</p> <p>To know that there are many countries around the world.</p> <p>To know that some families in school come from different countries</p> <p>To know that people in other countries speak different languages</p> <p>To look at a globe and simple map of the world</p>	<p>To know that life is different in hot and cold countries</p> <p>To look at a globe and simple map of the world</p> <p>To visit a local church</p>	<p>To know that people grow different types of food in other places</p> <p>To look at a globe and simple map of the world</p>	<p>To prepare for changing class</p> <p>To know that animals live in different countries (Wild Place Trip)</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</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>

<p><b>The Natural World</b></p>	To explore the natural environment	To know about and recognise the signs of Autumn	To know about and recognise the signs of Winter	To know about and recognise the signs of Spring	To observe the growth of seeds and talk about changes	To know about and recognise the signs of Summer	Explore the natural world around them, making observations and drawing pictures of animals and plants.
	To respect and care for the natural environment	To explore the school grounds and locality	To know some Important processes and changes in the natural world including states of matter (freezing, melting, floating and sinking)	To plant seeds	To know how to care for growing plants	To harvest grown fruit and vegetables	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.
	To harvest grown fruit and vegetables	To make a simple map of what they the grounds	To know that some animals hibernate	To know about features of my own immediate environment and how they might vary from another place	To learn about lifecycles of plants and animals	To know that some animals are nocturnal	Understand some important processes and changes in the natural world around them including the seasons and changing states of matter
			To know that some things in the world are man-made and some things are natural	To know that some things in the world are man-made and some things are natural	To know that some food comes from other places	To know about different habitats	

## Reception Class Skills and Knowledge Progression for Expressive Arts and Design

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Creating with Materials</b>	To Learn safe scissor rules	<i>See 'fine motor skills' for scissor progression)</i>					Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.
	Joining: To explore gluing with PVA and Pritt stick	Joining: To explore using tapes to join		Joining: To explore using a wider range of materials to join			Share their creations, explaining the process they have used.
	Drawing: learn to use drawing materials safely and responsibly	Drawing: To explore mark making with a small variety of materials		Drawing: To explore adding details to drawings			Make use of props and materials when role playing characters in narratives and stories.
	Painting: to explore the paints provided	Painting: to choose the correct size brush for what they want to paint	Painting: to select and mix powder paints		Painting: to explore using white and black to change shades		
		Painting: to begin exploring mixing primary colours with ready mixed paint and paint blocks					
		To share their creations with an adult	To share their creations with the class		To share their creations and explain how they made them		
	To visit and explore the role play area	To use props and materials imaginatively in role play	To use props and materials collaboratively in role play				

<p><b>Being Imaginative and Expressive</b></p>	<p>To sing and perform nursery rhymes</p>	<p>To perform a song in the Christmas Play</p> <p>To perform a Remembrance day poem</p>	<p>To learn more complex dance routines</p> <p>To begin creating narratives based around stories e.g. in role play</p>	<p>To listen to poems, create their own and perform them</p>	<p>To create narratives based around stories e.g. in role play</p>	<p>To compose poems and / or stories</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>
	<p>The children learn about music in all terms and follow the Charanga Knowledge and Skills Progression for singing and music, through the whole year.</p>						
	<p>The children have daily opportunities to dance or move in time to music, for example using <a href="#">5-a-Day Fitness</a> and <a href="#">GoNoodle</a> .</p> <p>Activities increase in complexity over the year.</p>						
	<p>The children attend whole school singing assemblies all year long, experiencing a wide range of songs.</p>						