

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
Listening, attention and understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To respond to instructions with more than one step To begin to understand humour	To ask questions to find out more To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how To begin to have conversations with adults with back and forth exchanges	To have conversations with adults and peers with back and forth exchanges To begin to have conversations with adults and peers with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To talk in a small group To talk to class teacher and LSAs To learn new vocabulary	To answer questions in front of whole class. To use learnt vocabulary in a range of settings	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because To share their work with the class, standing up at the front	To engage in non-fiction books To talk about their ideas and what they have done, to the class	To link statements and stick to a main theme To begin to talk about why things happen To begin to talk in sentences using a range of tenses	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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
Self-Regulation	To recognise different basic emotions	To talk about how they are feeling	To identify a wider range of emotions	To begin to regulate their emotions in a range of simple ways	To regulate their emotions in a range of ways	To follow instructions of two steps or more	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	To understand how people show basic emotions	To begin to consider the feelings of others	To focus during longer whole class sessions and assemblies	To consider the feelings of others	To begin to listen to adults whilst engaged in an activity	To listen and respond to adults whilst engaged in an activity	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	To focus during short whole class activities	To adapt behaviour to a range of situations	To begin to follow two-step instructions				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.
	To follow one-step instructions		To set a goal				
Managing Self	To wash hands independently	To know and understand the class rules and why they are important	To begin to show resilience and perseverance in the face of challenge	To manage own basic needs independently	To understand the importance of healthy food choices	To show resilience and perseverance in the face of challenge	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	To put a coat on						Explain the reasons for rules, know right from wrong and try to behave accordingly.
	To get changed for P.E with support	To put P.E kit on independently	To practise doing buttons	To identify and name healthy and unhealthy foods	To put uniform on and do up zippers and buttons independently		Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	To use the toilet independently	To have confidence to try new activities					
	To begin learning the class rules	To practise doing up a zip					
Building Relationships	To seek support of adults when needed	To play with children on the same activity	To understand what a good friend is	To consider their needs and the needs of others	To work as a group	To communicate with increasing confidence, with adults around the school	Work and play cooperatively and take turns with others.
	To gain confidence to speak to peers and adults	To develop positive relationships with peers and adults	To begin to work in a group with support	To begin to develop relationships with other adults around the school	To listen to the ideas of other children and agree on solutions and compromises		Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
			To begin to take turns and share with others				

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

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
Number	To recognise numbers 1-3	To recognise numbers 1-5	To recognise numbers 0-8	To recognise numbers 0-10	To recognise numbers to 20	To solve simple Number problems	Have a deep understanding of number to 10, including the composition of each number.
	To begin to subitise to 3	To begin to subitise to 5	To subitise to 5	To explore the composition of 9 and 10	To revise number bonds to 5	To recap the composition of each number to 10	Subitise (recognise quantities without counting) up to 5.
	To find one more of numbers to 3	To find one more of numbers to 5	To find one more of numbers to 8	To practise number bonds to 10	To explore how to make numbers above ten using tens and ones	To know addition and subtraction facts to 10	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.
	To find one less of numbers to 3	To find one less of numbers to 5	To find one less of numbers to 8	To know addition and subtraction facts to 5	To match the number to quantity	To know doubling facts	
	To explore the composition of 2 and 3	To explore the composition of 4 and 5	To know addition facts to make 5	To find one more of numbers to 10			
			To know 0	To find one less of numbers to 10			
			To explore the composition of 6, 7 and 8	To estimate a number of objects			
			To match the number to quantity				
Numerical Patterns	To count out loud to 5	To count out loud to 10	To count out loud to 15	To count out loud to 20	To count out loud to 25	To count out loud to 30 and begin to count higher	Verbally count beyond 20, recognising the pattern of the counting system.
	To say which group has more	To compare quantities to 5	To count objects to 10	To compare quantities to 10	To add numbers		Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	To say which group has less	To compare equal and unequal groups	To compare quantities to 8	To explore odd and even numbers	To subtract numbers	To know that 1, 3, 5, 7 and 9 are odd	
	To compare quantities to 3		To begin to understand the different between odd and even numbers up to 8	To order numbers to 10	To find the missing number	To know that 2, 4, 6, 8, 10 are even	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
			To combine two groups of objects	To count back from 10		To double numbers up to 10	
				To combine two groups of objects	To order numbers to 20	To share quantities equally	

Numerical Patterns (Continued)				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		
Measure, Shape and Spatial Thinking	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	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced a range of opportunities to develop their spatial reasoning skills in shape, space and measure

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
Comprehension	To engage in story times, joining in with repeated phrases and actions	To begin to answer questions about the stories read to them	To act out stories	To retell a story	To answer questions about what they have heard / read using recently introduced vocabulary	To participate in discussions about stories or other texts they have heard or read, using recently introduced vocabulary	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.
	To independently look at books, holding them the correct way and turning pages	To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes	To predict what may happen in the story	To talk about the characters in the stories or texts they hear	To demonstrate use of recently introduced vocabulary during role play with support	To independently demonstrate use of recently introduced vocabulary during role play	Anticipate (where appropriate) key events in stories.
		To begin to predict what may happen in the story	To sequence familiar stories using story maps with support	To retell familiar stories using story maps	To answer simple questions about what they have heard or read		Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Writing	To recognise their name	To copy their name	To write their name	To form lower-case letters correctly and begin to form capital letters	To form lower-case and capital letters correctly	To form lower-case and capital letters correctly	Write recognisable letters, most of which are correctly formed.
	To give meanings to the marks they make	To use the correct letter formation of taught letters	To form lower-case letters correctly				Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	To copy taught letters	To begin to write labels using taught sounds	To begin to write captions and sentences using finger spaces	To begin to write sentences using finger spaces and full stops	To begin to write longer words that are spelt phonetically	To write longer words that are spelt phonetically	
	To begin to write VC and CVC words using taught sounds		To tell an adult what they are going to write when prompted	To tell an adult what they are going to write and attempt to write it independently	To begin to use capital letters at the start of a sentence	To begin to write sentences using a capital letter, finger spaces and a full stop	Write simple phrases and sentences that can be read by others.
				To begin to read their writing and check it	To read their writing and check it	To read their work back and begin to improve it	

<p>Word Reading and Phonics</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 ff l ll ss</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 zz qu ch sh th (voiced and unvoiced) ng ai ee igh oa oo ar or ur</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

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
Past and Present	To know about my own life-story To know how I have changed	To know about figures from the past 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)	To talk about the past in my life and my family's life 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)	To think about how the world has changed (David Attenborough and the Environment)	To know about the past through settings, characters and events encountered in books read in class (David Attenborough and animals)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know we live in Thornbury To know about features of the immediate environment. To learn about people who help us	To know how Hindus celebrate Diwali around the world To know about the Christmas Story and how it is celebrated To know that people around the world have different religions To look at a simple map of the UK	To know about Chinese New Year To know that there are many countries around the world. To know that some families in school come from different countries To know that people in other countries speak different languages To look at a globe and simple map of the world	To know that life is different in hot and cold countries To look at a globe and simple map of the world To visit a local church	To know that people grow different types of food in other places To look at a globe and simple map of the world	To prepare for changing class To know that animals live in different countries (Wild Place Trip)	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. 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. 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.

The Natural World	To explore the natural environment To respect and care for the natural environment To harvest grown fruit and vegetables	To know about and recognise the signs of Autumn To explore the school grounds and locality To make a simple map of what they the grounds	To know about and recognise the signs of Winter To know some Important processes and changes in the natural world including states of matter (freezing, melting, floating and sinking) To know that some animals hibernate To know about features of my own immediate environment and how they might vary from another place	To know about and recognise the signs of Spring To plant seeds To know about features of my own immediate environment and how they might vary from another place To know that some things in the world are man-made and some things are natural	To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals To know that some food comes from other places	To know about and recognise the signs of Summer To harvest grown fruit and vegetables To know that some animals are nocturnal To know about different habitats	Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them including the seasons and changing states of matter
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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
Creating with Materials	<p>To Learn safe scissor rules</p> <p>Joining: To explore gluing with PVA and Pritt stick</p> <p>Drawing: learn to use drawing materials safely and responsibly</p> <p>Painting: to explore the paints provided</p> <p>To visit and explore the role play area</p>	<p><i>See 'fine motor skills' for scissor progression)</i></p> <p>Joining: To explore using tapes to join</p> <p>Drawing: To explore mark making with a small variety of materials</p> <p>Painting: to choose the correct size brush for what they want to paint</p> <p>Painting: to begin exploring mixing primary colours with ready mixed paint and paint blocks</p> <p>To use props and materials imaginatively in role play</p>		<p>Joining: To explore using a wider range of materials to join</p> <p>Drawing: To explore adding details to drawings</p>	<p>Painting: to explore using white and black to change shades</p>	<p>To share their creations and explain how they made them</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>

