

RECEPTION PROGRESSION OF KNOWLEDGE AND SKILLS



Over the course of the reception year, children will:

	<b>Communication and Language</b>	<b>Physical Development</b>	<b>Personal, Social and Emotional Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Art and Design</b>
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## RECEPTION PROGRESSION OF KNOWLEDGE AND SKILLS



Northchapel Primary School  
Learning hard and our way. Children who aspire to succeed.

Autumn	<ul style="list-style-type: none"> <li>• share ideas during play, in small groups and as a whole class</li> <li>• gradually build carpet time through games, singing and stories.</li> <li>• understand and follow one-step instructions relating to routines.</li> <li>• be introduced positional (over/under) and temporal (now/then) language.</li> <li>• explore dens and nooks to promote communication with friends.</li> <li>• explore new vocabulary linked to stories and experiences.</li> <li>• attend short daily phonics sessions (2x new letter carpet input, 2x independent practice supported by adult, 1x games and activities)</li> <li>• attend short maths sessions x4 per week.</li> </ul>	<p><u>Fine Motor Carousels</u></p> <ul style="list-style-type: none"> <li>• 3 morning jobs (mostly tray based) per week with a block-play focus, a pincer grip focus and a whole hand focus (such as scissor skills, dough, sand trays etc)</li> <li>• Weekly Dough Disco</li> <li>• Weekly Yoga activities</li> <li>• Crafting bead chandeliers</li> <li>• Block including different ways of connecting or balancing, such as Tumi Ishi boulders.</li> <li>• use cutlery to cut up food at mealtimes</li> <li>• with adult modelling, assess risk their play and manoeuvre around obstacles, for example obstacle courses.</li> <li>• building dens and creating chutes for water and vehicles.</li> <li>• Take part in PE weekly to move freely using suitable spaces and speeds. Throw, roll, kick a large ball to another person or area. Retrieve a ball sent to them.</li> <li>• Become independent in all dressing and intimate care.</li> <li>• Forest school sessions first half of Aut term) – develop awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing a daily rhythm, routines and boundaries.</li> <li>• Setting expectations for learning and play.</li> <li>• Walks and talks to learn where we can go and who we can ask for help if we need it.</li> <li>• Form friendships and self-select resources and activities.</li> <li>• Discuss big emotions and create a bank of strategies to help us work through them.</li> <li>• ‘Zen Den’ – safe, quiet space to self-regulate. Communication space. Adults model and co-regulate.</li> <li>• Forest School with Mrs Edwards in the first half of the term – building resilience and confidence in outdoor environment.</li> </ul>	<p><u>Phonics Sessions</u></p> <ul style="list-style-type: none"> <li>• Stengthen their sound discrimination skills through Phase 1 (<i>DfE Letters and Sounds</i>) before moving on to Phase 2.</li> <li>• Phase 1 – oral segmenting and blending – modelled.</li> <li>• Oxford Level 1+ sounds taught - Floppy’s Phonics</li> <li>• Songs and rhymes.</li> <li>• Ph2 tricky words reading.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Helicopter stories, children beginning to write in Ph2 tricky words, letter sounds and cvc words by end of term.</li> <li>• Adult modelling writing CVC words by segmenting for writing (inc, formation and L-&gt;R).</li> <li>• Write glyphs, letters and marks in a low-pressure way through use of post cards, mini whiteboards, interactive whiteboard, chalkboard books</li> <li>• Clipboards available and writing implements in caddies to take into play.</li> </ul> <p><u>Reading</u></p>	<ul style="list-style-type: none"> <li>• sorting and grouping,</li> <li>• ordering and comparing loose parts,</li> <li>• going on shape hunts for 2D shapes</li> <li>• linking 2d shapes to subitising, for example a triangle has 3 sides and 3 vertices.</li> <li>• exploring measure through size, mass and capacity in an interactive way linked to our play and real-life applications.</li> <li>• Introduce analytical and observation skills around numerical patterns by using self-registration faces (5 frames) and water bottle places (10 frames).</li> <li>• Access collections of small natural and manmade loose parts for ordering, sorting and counting through continuous provision.</li> </ul> <p><b>*NEW FOR Aut 2024*</b>  <b>NCETM Mastery for Reception to be used for maths teaching. Will replace WRM going forward.</b></p> <ul style="list-style-type: none"> <li>• find, subitise and represent numbers to 3.</li> </ul>	<ul style="list-style-type: none"> <li>• look at the local area on village walks, using Google Earth and at simple maps.</li> <li>• talk with visitors, such as grandparents or the postman about their lives, drawing comparisons and designing questions to find out more with support.</li> <li>• use the home corner to share similarities and differences of homelife and family with peers.</li> <li>• observe and discuss different homes locally and around the world using books and video clips to support.</li> <li>• consider how homes have changed in the local area over time.</li> <li>• collect autumnal treasures and talk about our observations of seasonal changes</li> <li>• identify the five senses and the organs of the body involved in each.</li> <li>• discuss key cultural festivals such as Diwali, Eid Al-Fitr, Raksha Bandhan and Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• We will be creating with and manipulating scented playdough, for example gingerbread playdough to twist, roll, pinch, squash.</li> <li>• use mixed media such as pencils, pens, paint, recycling, tissue paper and string in an open-ended way with adults modelling how to join materials and create different effects with media. For example, drawing large scale and small controlled lines of varying types such as straight, diagonal, wavy, crosshatched.</li> <li>• explore printing with different materials</li> <li>• use musical instruments to create rhythm and pulse and to create sound effects to tell a story.</li> <li>• move their bodies to music of different genres, talking about how the music makes them feel.</li> <li>• use props and small world characters to retell familiar traditional stories or create their own.</li> <li>• rehearse and perform a Nativity show.</li> </ul>
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		<p>safety rules (fire circle, blood bubble) and physical boundaries (yellow ribbons), not to climb the ash tree. Learn to use a mallet to crack hazelnuts.</p>		<ul style="list-style-type: none"> <li>• Shared reading of fairytales and verbal discussion linked to VIPERS.</li> <li>• Home books mainly picture books with a Phase 1 focus for sharing and discussing.</li> <li>• sharing a range of traditional fairy tales, making comparisons between different stories.</li> <li>• use story cards to sequence stories and retell them in our own words. (may lead into helicopter stories where appropriate.)</li> <li>• Performing a variety of nursery rhymes</li> <li>• Explore new vocabulary and different methods of sharing stories (pictorially, orally, written, musically)</li> </ul> <p><b>*NEW FOR AUT 2024*</b>  <u>Drawing Club –</u>                  (Writing)based on traditional tales. Codes for Drawing Club set at pre-writing/ letter level moving towards CVC. Exploration of new and interesting vocabulary linked to text. Drawing/ mark-making with intent.</p>	<ul style="list-style-type: none"> <li>• use number for ordering and comparing and cardinality.</li> <li>• apply perceptual subitising of 1-3 to conceptually subitise higher values (that larger numbers are made up of smaller numbers, in different ways, eg <math>5 = 2 + 2 + 1</math> or <math>5 = 3 + 2</math> etc)</li> <li>• Count forwards and backwards to ten from different starting points.</li> </ul>		<p><u>Weekly art activities including:</u></p> <ul style="list-style-type: none"> <li>• Leaf-Man art</li> <li>• Leaf rubbings and batik</li> <li>• Sticky string art</li> <li>• Create with malleable materials such as play dough.</li> <li>• Use a range of media in an open-ended way with adults modelling how to join materials and create different colours or effects.</li> <li>• Create rhythm and pulse using body percussion and instruments.</li> <li>• Decide sound effects to tell a story.</li> <li>• Move our bodies in response to music and discuss how it makes us feel.</li> <li>• Use props and small world characters to retell familiar traditional stories or create our own. Rehearse and perform a Nativity show.</li> </ul>
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## RECEPTION PROGRESSION OF KNOWLEDGE AND SKILLS



<b>Spring</b>	<ul style="list-style-type: none"> <li>• share their ideas during carpet times by raising hand (may still call out).</li> <li>• work as teams to carry out activities and challenges with support to follow multi-step instructions (step-by-step). For example, making play dough or carrying out a simple experiment such as floating and sinking.</li> <li>• be supported to tell their own stories through props and small world figures and learn a range of rhymes, poems and songs.</li> <li>• present</li> <li>• Dens and nooks promote communication with our friends and new vocabulary identified through reading and discussion will be explored and explained.</li> <li>• attend slightly longer daily phonics sessions (2x new letter carpet input, 2x independent practice supported by adult, 1x games and activities)</li> <li>• attend slightly longer maths sessions x4 per week, then spend time in provision further exploring concepts</li> </ul>	<ul style="list-style-type: none"> <li>• continued fine motor tray activities designed to get our fingers busy and strengthen our grip and dexterity ready for writing, such as Meccano, pony bead threading on pipe cleaners.</li> <li>• developing nip, flip, grip method for holding writing implements.</li> <li>• use a variety of blocks, such as Sumblox to build and balance.</li> <li>• Gymnastics – travel in different ways such as tiptoe, step, jump and hop. Create modelled shapes and balances with their bodies. Copy shown jumps such as straight, star and half turn. Explore log rolls and egg rolls.</li> <li>• Racket skills – explore a range of different pieces of equipment and how they feel. Roll and retrieve a ball in a pair using hands, feet and beginning to use rackets.</li> </ul>	<ul style="list-style-type: none"> <li>• use the ‘Zen Den’ and related resources as a quiet space to reflect and self-regulate, taking themselves there independently and using the ‘Something’s wrong’ and ‘how does it feel?’ prompts to identify the problem and with support, find methods to resolve it.</li> <li>• discuss their individuality, strengths and interests.</li> <li>• play a range of collaborative games and boardgames as well as work on art and music projects which involve working as a team.</li> <li>• continue to develop awareness of others’ needs and feelings and begin to account for these in their decision making.</li> <li>• suggest solutions to conflicts or disputes they see or are discussed collectively, for example, Teddy has taken the toy Bunny was playing, and Bunny pushed Teddy.. how do Teddy/Bunny feel? What could either do differently? What could they do to make things better etc...</li> </ul>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• independent decoding of CVC, CCVC, CVCC words.</li> <li>• write at word level – labels, tags.</li> <li>• Oxford Level 2 sounds taught - Floppy’s Phonics</li> <li>• songs and rhymes.</li> <li>• phase 2 tricky words writing, Phase 3 reading.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• continue to apply their knowledge to decode and write with support</li> <li>• Helicopter stories/ recounts of events – children to start writing own words in the text ccvc, cvcc in line with phonics and using frieze/ sound mat to support.</li> <li>• sequence real-life events/ recounts in their own words, adult to scribe sentence formation and checking writing makes sense.</li> <li>• handwriting practice weekly to promote correct letter formation (for example anti-clockwise ‘o’) and pencil grip.</li> <li>• make use of various writing materials to practice drawing letters and glyphs, including to label and list through</li> </ul>	<ul style="list-style-type: none"> <li>• finding, ordering and subitising within and up to 10</li> <li>• representing 0-10</li> <li>• finding the composition of 6-10 by applying knowledge of 0-5</li> <li>• predicting one more/less.</li> <li>• make pairs and find doubles within 10</li> <li>• combine groups to find the total</li> <li>• compare mass and explore capacity</li> <li>• measure length, height and time.</li> <li>• explore 3D shapes and the 2-d shapes they are made up of.</li> </ul> <p><b>*NEW FOR Aut 2024*</b> <b>NCETM Mastery for Reception to be used for maths teaching. Will replace WRM going forward.</b></p>	<ul style="list-style-type: none"> <li>• understand how Britain is multicultural and value the many similarities and differences between people which make Britain an exciting place to live.</li> <li>• discuss different occupations related to us, such as family, the emergency services, or people of historical importance such as Katherine Johnston, Neil Armstrong, and Mary Anning (depending on Cycle A/B.)</li> <li>• identify and name well known world and regional animals, and identify/label key body parts of them.</li> <li>• consider how show respect for and take care of animals. For example, how to treat a minibeast they might find in the garden or what to do if they spot a nest.</li> <li>• learn about past events and how lessons can be learned from them, for example with The Great Fire of London/ The Discovery of Dinosaur Fossils/ Seaside holidays and how they have developed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• use loose parts of different materials (glass, stone, metal, card etc) to create wintry scenes and transient art.</li> <li>• use paper as a medium for creating 3D sculptures through rolling, folding, overlapping and shaping paper.</li> <li>• explore the formal elements of art (line, colour, shape and composition).</li> <li>• access craft activities which focus on different ways of fixing items together, such as split pins and treasury tags.</li> <li>• explore the effects they can create with their voices before selecting suitable instruments to represent soundscapes.</li> <li>• perform considering timbre, dynamics, tempo and pulse. Explore the meaning of these terms.</li> </ul>
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	<p>individually, or as a small group with an adult.</p>			<p>play with adult support and modelling. (For example, drawing diagrams and adding one word labels in line with phonic awareness)</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• share a range of non-fiction/information texts centred around topic (dinosaurs/travel or animals/rescue services).</li> <li>• discuss what makes a text non-fiction and key features of this.</li> <li>• learn and perform poems in small groups and to each other.</li> </ul>			
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<p>Summer</p>	<ul style="list-style-type: none"> <li>• share their ideas during carpet times by raising hand and waiting their turn to speak (no longer calling out in most cases).</li> <li>• use talk as a means to explain and make connections in our learning drawing on experience of religious festivals to understand differences in places of worship and some significant symbols for example.</li> <li>• work as teams to carry out activities and challenges following simple two-step and multi-step instructions. For example, making a hanging spiral decoration or split pin puppet.</li> <li>• ask relevant questions during show and tell times.</li> <li>• attend slightly longer daily phonics sessions (2x new letter carpet input, 2x independent practice supported by adult, 1x games and activities)</li> <li>• attend slightly longer maths sessions x4 per week, then spend time in provision further exploring concepts</li> </ul>	<ul style="list-style-type: none"> <li>• hone their gross motor skills with daily morning activities such as Yoga and balances</li> <li>• fine motor tray activities such as small bead chandeliers and fishing line, using bamboo drills and screws into cardboard boxes to affix</li> <li>• swim to support developing proprioception, whole body coordination and strength. Gaining confidence of being in large body of water. Begin to understand the pool rules and how to stay safe in water.</li> <li>• challenge themselves in Forest School by using tools such as a bow saw, drills, and building dens and identifying plants and trees.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss they can overcome tricky problems with a growth mindset.</li> <li>• begin to identify solutions to their own and friends conflicts or disputes without the intervention of an adult.</li> <li>• explain how they keep themselves clean, safe and healthy and describe the importance of this.</li> </ul>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• independent decoding of words in line with graphemes covered.</li> <li>• write at phrase level – captions, simple descriptions.</li> <li>• Oxford Level 3 sounds taught - Floppy's Phonics</li> <li>• songs and rhymes.</li> <li>• phase 3 tricky words writing, and consolidation.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• use oral segmenting and blending for writing.</li> <li>• orally compose instructions before writing them with adult support.</li> <li>• orally compose their ideas before writing, using an adult to help them hold their idea, and using sound mats to support spelling.</li> <li>• create simple written responses to objects and pictures linked to interests.</li> <li>• write a sentence following dictation from an adult.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• read along to a beat, tap out syllables, discuss how this can support</li> </ul>	<ul style="list-style-type: none"> <li>• make and explore teen numbers to 20</li> <li>• add, take away, group and share quantities</li> <li>• represent problems through 'first, then, now' stories, and stem sentences.</li> <li>• explore odd and even numbers, doubling, and explore halving.</li> <li>• manipulate, compose and decompose 2D &amp; 3D shapes</li> <li>• explore and create pattern rules</li> <li>• use directional language to instruct and map.</li> </ul> <p><b>*NEW FOR Aut 2024*                  NCETM Mastery for Reception to be used for maths teaching. Will replace WRM going forward.</b></p>	<ul style="list-style-type: none"> <li>• describe how different parts of the world have varying weather, and how animals around the world differ, for example, Australia.</li> <li>• observe the weather in Northchapel over time and compare it to Australian weather on the same days or the UK during another season.</li> <li>• observe growth and change in plants in the local area.</li> <li>• name some common plants, trees and flowers.</li> <li>• discuss how to take care of the environment.</li> <li>• compare photographs and diagrams of local areas past and present and consider how things change over time.</li> <li>• creating simple maps of the learning environment and describe the key features of where we live.</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with the three primary colours to make secondary colours and shades with black and white.</li> <li>• use media for a pre-determined purpose to add texture to artwork.</li> <li>• put their fine motor skills to work with basic threading and sewing using wool, ribbons and string. Some will use these skills to create a simple pouch out of fabric.</li> <li>• respond verbally to a variety of classical music, and express themselves using their bodies and percussion.</li> <li>• Sing and perform songs varying pitch and tempo.</li> </ul>
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	<p>individually, or as a small group with an adult.</p> <ul style="list-style-type: none"> <li>• attend short, interactive English sessions and class circle times 3 times a week.</li> </ul>			<p>writing longer words with multiple syllables.</p> <ul style="list-style-type: none"> <li>• explore descriptive vocabulary, including onomatopoeia and alliteration</li> <li>• add expression to our reading.</li> <li>• discuss homophones, synonyms and antonyms.</li> <li>• use role play and freeze framing as a way of understanding how a character may feel and what they might do next.</li> <li>• respond to texts, discussing what they do/do not like.</li> </ul>			
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