



Reception Curriculum Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Similarities and differences</b>		<b>New Beginnings</b>		<b>Growth</b>	
<p><b>Literacy</b> As readers and writers, we will learn...</p>	<ul style="list-style-type: none"> <li>To spot and suggest rhymes.</li> <li>Count or clap syllables in a word.</li> <li>Recognise words with the same initial sounds.</li> <li>Engage in conversation about stories.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> <li>Read some individual letters by saying the sound for them.</li> <li>Enjoying singing songs and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>To make meaningful marks and prepare for writing.</li> <li>To recognise our name.</li> <li>To hear and read some phonic sounds (s,a,t,p,i,n,m,g,d,o,ck)</li> <li>Begin to blend sounds to make 2 and 3 letter words.</li> <li>To retell the Christmas story in their own words.</li> <li>To learn the meaning of new words linked to our learning.</li> </ul>	<ul style="list-style-type: none"> <li>To revise phase 2 sounds.</li> <li>To read phase 3 sounds.</li> <li>To blend phonemes to read them.</li> <li>To segment words to spell them.</li> <li>To begin to form lower case letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in extended conversations about stories, learning new vocabulary.</li> <li>To write our names.</li> <li>To form some lowercase and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in extended conversations about stories, learning new vocabulary.</li> <li>To use our phonic knowledge to write words and sentences that can be read by others.</li> <li>To form lowercase and uppercase letters correctly.</li> <li>Blend sounds into words to read.</li> <li>Recognise and harder to read words.</li> <li>Spell words by identifying and then writing the sound.</li> <li>To plan what they want to write by talking out loud then trying to write using sounds they know.</li> <li>To write short sentences using</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate understanding of what has been read by retelling stories and narratives using our own words and recently introduced vocabulary.</li> <li>To say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>To read words consistent with phonic knowledge by sound-blending.</li> <li>To read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.</li> <li>To write recognisable letters, most of which are correctly formed.</li> </ul>

					capital letters and full stops.	<ul style="list-style-type: none"> <li>○ To spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>○ To write simple sentences that can be read by others.</li> </ul>
<p><b>Maths</b> As mathematicians we will learn ...</p>	<ul style="list-style-type: none"> <li>○ To take part in finger rhymes with numbers.</li> <li>○ To count to 10.</li> <li>○ To develop fast recognition of up to 3 objects (subitise).</li> <li>○ To match numerals and amounts up to 5.</li> <li>○ Explore 2D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>○ To begin to understand numbers to 10.</li> <li>○ To begin to subitise.</li> <li>○ To begin to compare quantities up to 10.</li> </ul>	<ul style="list-style-type: none"> <li>○ To compare quantities up to 10</li> <li>○ To recall number bonds to 5.</li> <li>○ To be able to subitise numbers up to 5.</li> <li>○ To continue to recognise numerals up to 10.</li> <li>○ To use positional language to describe traveling (over, under, next to, behind).</li> </ul>	<ul style="list-style-type: none"> <li>○ To count beyond 20.</li> <li>○ To recall number bonds to 5.</li> <li>○ To recall some number bonds to 10.</li> <li>○ To write number sentences e.g. <math>3 - 1 = 2</math></li> <li>○ To understand halving and doubling numbers.</li> <li>○ To compare length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>○ To count on and back beyond 20.</li> <li>○ To count amounts of objects up to 20.</li> <li>○ To write the digits 0-9.</li> <li>○ To start to write numbers to 20.</li> <li>○ To explore 3D shapes</li> <li>○ To explore composition of numbers up to 10.</li> <li>○ To know some number bonds up to 10.</li> <li>○ To understand addition and subtraction in real life context, using number stories.</li> </ul>	<ul style="list-style-type: none"> <li>○ To have a deep understanding of number to 10, including the composition of each number.</li> <li>○ To subitise beyond 5.</li> <li>○ To automatically recall number bonds up to 5 and some number bonds to 10, including doubling facts.</li> <li>○ To verbally count beyond 20, recognising the pattern of the counting system.</li> <li>○ To compare quantities up to 10 in different contexts.</li> <li>○ To explore and represent patterns within numbers up to 10, including odds and evens,</li> </ul>

						double facts and how quantities can be distributed equally.
<p><b>Communication and Language</b> As communicators we will learn ...</p>	<ul style="list-style-type: none"> <li>○ To enjoy listening to stories and remember what happens.</li> <li>○ To learn to sing a range of songs.</li> <li>○ To start a conversation with an adult or friend.</li> <li>○ To understand how to listen carefully and why listening is important.</li> <li>○ To use talk to work out problems and organise thinking.</li> <li>○ To ask appropriate questions and understand simple questions.</li> <li>○ Listen carefully to rhyme and songs, paying attention to how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>○ To listen to and talk about stories.</li> <li>○ To ask appropriate questions.</li> <li>○ To listen and talk with adults and peers.</li> <li>○ To talk about our learning and what we have enjoyed.</li> </ul>	<ul style="list-style-type: none"> <li>○ To learn new vocabulary linked to our topic.</li> <li>○ To use talk to help work out problems.</li> <li>○ To explain how things work and why things happen.</li> <li>○ To engage with non-fiction books.</li> <li>○ To listen to and talk about stories.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to express a point of view and to debate when we disagree with an adult or a friend, using words as well as actions.</li> <li>○ To express our ideas and feelings and act out our experiences, using full sentences and including the use of past, present and future tenses and making use of conjunctions, with modelling and support.</li> <li>○ To hold conversations when engaged in back-and-forth exchanges.</li> <li>○ To use talk to work out problems and organise thinking and activities, and to explain how things work and</li> </ul>	<ul style="list-style-type: none"> <li>○ To be able to express a point of view and to debate when we disagree with an adult or a friend, using words as well as actions.</li> <li>○ To hold conversations when engaged in back-and-forth exchanges.</li> <li>○ To use talk to work out problems and organise thinking and activities and to be able to explain how things work and why they might happen.</li> <li>○ To ask questions to find out more, to check they understand what has been said.</li> <li>○ To express my ideas and feeling about my experiences using full sentences, including the</li> </ul>	<ul style="list-style-type: none"> <li>○ To listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>○ To make comments about what we have heard and ask questions to clarify our understanding.</li> <li>○ To hold conversation when engaged in back-and-forth exchanges with adults or peers.</li> <li>○ To participate in small group, class and one-to-one discussions, offering our own ideas, using recently introduced vocabulary.</li> </ul>

				why they might happen.	use of past, present and future tense and making use of conjunctions.	<ul style="list-style-type: none"> <li>○ To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</li> </ul>
<b>Physical development:</b> <b>As movers we will learn ...</b>	<ul style="list-style-type: none"> <li>○ To develop balancing, riding and ball skills.</li> <li>○ To skip, hop and stand on one leg.</li> <li>○ To begin to use one-handed tools and equipment.</li> <li>○ To use a comfortable grip when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>○ To develop strength and balance when playing.</li> <li>○ To negotiate spaces and obstacles safely.</li> <li>○ To begin to use one handed tools and equipment – scissors and paintbrushes.</li> <li>○ To develop our pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>○ To practice rolling, jumping, running, hopping, walking, skipping, crawling and climbing.</li> <li>○ To develop our body strength, coordination, balance and agility.</li> <li>○ To confidently and safely use a range of large and small apparatus.</li> <li>○ To develop the foundations of a handwriting style.</li> </ul>	<ul style="list-style-type: none"> <li>○ To use core strength to achieve good posture when sitting at a table or sitting on the floor.</li> <li>○ To confidently and safely use a range of large and small apparatus indoors and outside, on our own and in a group.</li> <li>○ To develop and refine a range of ball skills, include throwing, catching, kicking, passing, batting and aiming.</li> </ul>	<ul style="list-style-type: none"> <li>○ To develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>○ To use core muscle strength to achieve a good posture when sitting at a table or on the floor.</li> <li>○ To confidently use a range of large and small, indoor or outdoor apparatus, independently or in a group.</li> <li>○ To develop and refine a range of ball skills, including throwing, catching, kicking, passing and batting</li> <li>○ To develop small motor skills to use a</li> </ul>	<ul style="list-style-type: none"> <li>○ To negotiate space and obstacles safely, with consideration for ourselves and others.</li> <li>○ To demonstrate strength, balance and coordination when playing.</li> <li>○ To move energetically , such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>○ To hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.</li> <li>○ To use a range of small tools, including scissors, paint</li> </ul>

					range of tools competently.	brushes and cutlery. ○ To begin to show accuracy and care when drawing.
<p><b><u>Personal, social and emotional development</u></b> As people, we will learn ...</p>	<ul style="list-style-type: none"> <li>○ To play with one or more children.</li> <li>○ To show confidence in new social situations.</li> <li>○ To increasingly follow and remember rules and routines.</li> <li>○ To talk with others and solve problems.</li> <li>○ To build constructive and respectful relationships.</li> <li>○ To begin to express feelings and consider the feelings of others.</li> <li>○ To explore my emotions through play.</li> <li>○ To engage in hygiene routines such as hand washing.</li> </ul>	<ul style="list-style-type: none"> <li>○ To try new challenges and not give up.</li> <li>○ To choose and use activities and resources appropriately (Choose it, use it, put it away).</li> <li>○ To take turns and play co-operatively.</li> <li>○ To talk about themselves using prompts from home.</li> </ul>	<ul style="list-style-type: none"> <li>○ To be a safe pedestrian.</li> <li>○ To explain the reasons for rules and know right from wrong.</li> <li>○ To continue to develop and maintain friendships with peers and relationships with school adults.</li> <li>○ To show understanding of the school charters.</li> </ul>	<ul style="list-style-type: none"> <li>○ To find solutions to conflicts and rivalries.</li> <li>○ To make healthy choices about food, drink, activities and brushing teeth.</li> <li>○ To know and talking about different factors that support overall health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>○ To show more confidence in social situations.</li> <li>○ To express my feelings and begin to consider the feelings of others.</li> <li>○ To set and work toward simple goals, have patients and control immediate impulses when appropriate.</li> <li>○ To give focused attention to what an adult says, responding appropriately and follow instructions involving several actions.</li> <li>○ To work and play cooperatively and take turns with others.</li> </ul>	<ul style="list-style-type: none"> <li>○ To show an understanding of our own feelings and those of others, and begin to regulate behaviour accordingly.</li> <li>○ To set and work toward simple goals, being able to wait for what we want and control their immediate impulses when appropriate.</li> <li>○ To give focused attention to an adult, responding appropriately even when engaged in activity, and show ability to follow instruction involving several ideas or actions.</li> <li>○ To be confident to try new activities and show independence, resilience and</li> </ul>

						<p>perseverance in the face of challenge.</p> <ul style="list-style-type: none"> <li>○ To work and play cooperatively and take turns with others.</li> <li>○ To show sensitivity to our and to others' needs.</li> </ul>
<p><b>Understanding the World</b> As explorers, we will learn ...</p>	<ul style="list-style-type: none"> <li>○ I can make connections between the features of my family and other families.</li> <li>○ I can begin to make sense of my own life-story and family's history.</li> <li>○ I can notice differences between people.</li> <li>○ I can talk about members of my immediate family and community.</li> <li>○ I can name and describe people who are familiar to me.</li> </ul>	<ul style="list-style-type: none"> <li>○ To explore the natural world around us, making observations and drawing pictures.</li> <li>○ To understand changes in the natural world by talking about and observing seasonal changes.</li> </ul>	<ul style="list-style-type: none"> <li>○ To draw information from a map.</li> <li>○ To recognise environments that are different to where we live.</li> <li>○ To explore our local area.</li> <li>○ To talk about places in our town.</li> </ul>	<ul style="list-style-type: none"> <li>○ To show an interest in different occupations.</li> <li>○ To continue to develop positive attitudes about the differences between people.</li> <li>○ To talk about the lives of people around them.</li> </ul>	<ul style="list-style-type: none"> <li>○ To plant seeds and take care for growing plants.</li> <li>○ To understand the need to respect and care for the natural environment and all things living.</li> </ul>	<ul style="list-style-type: none"> <li>○ To read my decodable phonics book to an adult at home.</li> <li>○ To find and share books that interest me. To enjoy being read to and responding to what I hear.</li> <li>○ To practice harder to read words.</li> </ul>
<p><b>Expressive Arts and Design</b> As creators, we will learn ...</p>	<ul style="list-style-type: none"> <li>○ To take part in pretend play.</li> <li>○ To explore different materials and develop ideas</li> </ul>	<ul style="list-style-type: none"> <li>○ To use different media to create a picture and talk about it.</li> <li>○ To use small world and role play to</li> </ul>	<ul style="list-style-type: none"> <li>○ Use a range of media and materials to make models and pictures of things that they</li> </ul>	<ul style="list-style-type: none"> <li>○ To build on previous learning to refine ideas and represent them.</li> </ul>	<ul style="list-style-type: none"> <li>○ To build on their previous learning by refining ideas and representing them.</li> </ul>	<ul style="list-style-type: none"> <li>○ To safely use and explore a variety of materials, tools and techniques, experiments with</li> </ul>

	<ul style="list-style-type: none"> <li>about how to use them.</li> <li>To show different emotions in drawing.</li> <li>To remember and sing entire songs.</li> <li>To play instruments with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>retell and adapt the Christmas story.</li> <li>To sing a simple song together.</li> </ul>	<ul style="list-style-type: none"> <li>are interested in.</li> <li>To learn rhymes, poems and songs about travelling.</li> <li>To role play different scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>To safely explore with a range of materials, tools and techniques, experimenting with colour, design texture, form and function.</li> <li>To share creations, explaining the process used.</li> <li>To perform songs, poems, rhymes and stories with others.</li> </ul>	<ul style="list-style-type: none"> <li>To safely explore with a range of materials, tools and techniques, experimenting with colour, texture, form and function.</li> <li>To share creations, explaining the process used.</li> <li>To perform songs, rhymes, poems and stories with others, and (where appropriate) try to move in time with the music.</li> <li>To sing a range of well-known nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>colour, design, texture, form and function.</li> <li>To share our creations, explaining the process used and to start to think about what we could do to improve our work.</li> <li>To sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others.</li> </ul>
<p><b><u>As home learners we will learn:</u></b></p>	<ul style="list-style-type: none"> <li>To talk about our experiences at school.</li> <li>To talk about our families.</li> <li>To talk about new friends and adults I have met.</li> <li>To read reading books together at least 4 times a week.</li> </ul>	<ul style="list-style-type: none"> <li>To read with our grown ups 4 times a week, enjoying stories together and talk about what we have read.</li> <li>To explore and talk about woodland environments, visiting one if we can.</li> </ul>	<ul style="list-style-type: none"> <li>To practice our sound and number recognition to support our learning in school.</li> <li>To visit our local library.</li> <li>To act safely when out walking and talk about ways to keep safe by roads.</li> </ul>	<ul style="list-style-type: none"> <li>To read books together.</li> <li>To practice the sounds we have learned in school.</li> <li>To complete a least one task from 30 days of wild.</li> </ul>	<ul style="list-style-type: none"> <li>To practice my harder read words at home.</li> <li>To practice numeral recognition.</li> <li>To practice writing my full name and some words.</li> <li>To look at plants and animals around my home and talk about what I notice.</li> </ul>	<ul style="list-style-type: none"> <li>To know some similarities and differences between things in the past and now, drawing experiences from in and out of school.</li> <li>To explore the natural world around us, making observations and drawing pictures of animal and plants.</li> </ul>

								<ul style="list-style-type: none"> <li>○ To understand some important processes and changes in the natural world around them, including the season and changing states of matter.</li> </ul>
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	Computing	DT	Geography	History	Music	PE	Maths	PHSE
Tier 1	Technology Algorithm Electricity Computer Button Instruction Information e-safety pattern send	Safety Join Combine Secure Model cut	Home School	Remember	Music Sounds Actions Sing Voice Songs Perform Instruments Create Clap	Direction Balance Turn Space Speed Movement Perform Bend	Matching Sorting More Less Compare Count None Pattern Forward Backwards	Group Class Rules Expectations Safe(ty) Emergency Environment Community Culture Tradition
Tier 2	Ipad tablet	Puppet Concertina Streamer lantern	City Rural Landmark	Friends Family Family Tree	Chinese gong African drum Tambourine Claves Tibetan Bells Rain Stick Cymbal	Kick Travel Throw Jump Climb Roll Travel Stretch bounce	Represent/ion Subitise Part Whole Equal Skip count Tens Ones Ten frame symmetry	Respect Honesty Trust Forgiveness Courage Compassion Acceptance gratitude



Literacy	Autumn	Spring	Summer
Tier 1	Read Spell Letter Rhyme Sound Blend Fiction Non-fiction Illustration Character Order Sequence Predict Re-tell Sentences Punctuation Capital letter Full stop	Trigraph Initial (first) Final (end) Medial (middle) Title Cover Events Caption Speech Handwriting Straight Curved lowercase	Instrument Environment Hear riddles
Tier 2	Segment Phoneme Grapheme digraph		