



Reception Progression Documents

Communication & Language

Listening, Attention & Understanding

Knowledge:

- Knows that conversations involve listening and responding.
- knows stories have settings and events.
- knows non-fiction books give real facts.
- knows facial expressions and tone show feelings.
- Knows that listening helps them understand what someone is saying

Skills:

- To understand how to listen carefully to stories.
- To understand why it is important to listen.
- To begin to understand how and why questions.
- To respond to instructions that have more than one step.
- Listens carefully at story time and can retain what has been heard and recall key points
- Responds to a series of instructions
- Learn new vocabulary

Speaking

Knowledge:

- Knows new vocabulary can be learned from stories and experiences
- knows conversations involve taking turns and speaking clearly.
- knows stories can be described using key vocabulary.
- knows questions can clarify meaning.
- Knows some new words from familiar stories and routines.

Skills:

- Communicates confidently with peers and adults
- Connects one idea or action to another using a range of connectives
- Articulates their ideas in well formed sentences
- Develop social phrases
- Listen to and talk about stories to build familiarity and understanding.

KEY VOCABULARY

Listen, Reading, Wait, Turn, Story, Carpet time, Join in, Hand up, Question, Song, Rhyme, Poem, Carpet, Sitting, Listening, Group, Story time,

P.E, Assembly, Fiction, Non-fiction, Why? How? Questions, Listening, Group, Story time, Book, Reading, Instruction, Telling, Listen, Follow, Why?, Explain, Because



Reception Progression Documents

Physical Development

Gross Motor Skills

Knowledge:

- Knows that the body can move in different ways (run, jump, climb).
- knows that being active is part of staying healthy.
- Knows that balance helps them stay steady.
- knows that spatial awareness helps them move safely around others.
- knows that outdoor play strengthens muscles.

Skills:

- To explore different ways of travel such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Progress towards a more fluent style of moving, with developing control and grace.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Uses large construction to build.
- Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.
- Uses large construction to build.
- Use their core muscle strength to achieve a good posture

Fine Motor Skills

Knowledge:

- Knows that a tripod grip helps with pencil control
- knows that tools have specific purposes
- knows that hand strength supports writing and cutting

Skills:

- use a range of tools competently, safely and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.
- Attempts to use a tripod grip with some consistency.
- Often chooses to draw, representing recognisable objects or shapes in work.
- Use scissors to cut along curved lines, holding scissors in the correct position.
- Is able to mould and shape clay with fingers and tools.

KEY VOCABULARY

Sit, Sitting Up, Straight, Smart Sitting, Posture, Floor, Carpet, Table, Pen, Pencil, Scissors, Ball, Racket, Rope, Cone.

Follow Me, Climb, Apparatus, Mats, Slither, Crawl, Skip, Jump, Hop, Side Step.



Reception Progression Documents

Literacy

Word Reading

Knowledge:

- Knows some letter-sound correspondences.
- knows that blending sounds helps read simple words.
- knows that some words are “tricky”.

Skills:

- Count or clap syllables in a word.
- Recognise words with the same initial sound.
- Begin to read individual letters by saying the sounds for them.
- Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Can match taught graphemes and phonemes.
- Can blend and read CVC words containing taught sounds.
- Can read taught tricky words.

Comprehension

Knowledge:

- Knows that stories have settings and events.
- knows that vocabulary can be learned from stories.
- knows that non-fiction books give real information.

Skills:

- Has a love of stories and listens attentively to story time.
- Enjoys talking to others about favourite stories.
- Is able to talk about the main events in the story and predict what might happen.
- Can retell a story using role play or small world resources, using some story language.

Writing

Knowledge:

- Knows that letters form words.
- knows that words form sentences.
- knows that sounds can be segmented to help spell simple words.

Skills:

- Can segment and spell Phase 2 CVC words.
- Can match Phase 2 graphemes and phonemes.
- Writes CVC words and labels.
- Writes some lower-case letters correctly.
- Uses some upper-case letters, e.g. for own name, Mum and Dad.
- Spell words by identifying the sounds and then writing the sound with letter/s.

KEY VOCABULARY

Book, Rhyme, Join In, Picture, Illustration, Words, Text, Follow, Repeat, Look, Beginning, Middle, End, Hearing, Listening, Sound, Phoneme, Three Sounds, Two Sounds, Put It Together, What Can You Hear? Listen, Speak, Speaking, Writing, Mean, Explain, What, Segmenting, Phonemes, Graphemes, Sounds, Name

Books, Story, Nonfiction, Fiction, Questions, Who, What, Where, Why, When, Pictures, Illustration, Letters, Phonemes, Read, Sounds, Tricky Words, Same, Drawing, Picture, Neat, Phoneme, Symbols, Marks, Letters, Name, Writing, Segmenting, Phonemes, Graphemes,



Reception Progression Documents

Mathematics

Number

Knowledge:

- Knows that numbers can be compared using “more” and “fewer”
- knows that counting requires one-to-one correspondence.
- knows that numbers can be shown in different ways (fingers, objects, pictures).

Skills:

- Can subitise to 3 and identify sub-groups in larger arrangements.
- Beginning to talk about the different ways that amounts of 5 can be made.
- Link the number symbol (numeral) with its cardinal number value
- Practice using their fingers to represent quantities which they can subitize
- Count beyond 10

Numerical Pattern

Knowledge:

- Knows that patterns repeat.
- knows that shapes and objects can be ordered by size.
- knows that positional language describes where things are.

Skills:

- Counts objects accurately to 10 using one to one correspondence
- Can identify when objects have the same, less than, more than or equal.
- Recognises numbers to 10
- Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand

Shape (Space & Measure)

Knowledge:

- Knows some 2D shapes.
- Know some positional language.
- Knows what a repeating pattern is.

Skills:

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Uses some shape names appropriately and understands prepositional language.
- Creates a repeated pattern with colour and shape.

KEY VOCABULARY

Happen, Now, Next, After That, Smaller, Larger, Smallest, Largest, Number Names, Words To Numbers Songs, Number, Count, Is The Same As, More, Less, Few, Pattern, Pair

Number Names, Count, Without Counting, How Many, Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest



Reception Progression Documents

Personal, Social & Emotional Development

Self-Regulation

Knowledge:

- Knows that different situations can cause different feelings.
- knows simple strategies to feel calmer (e.g., deep breaths, quiet space).
- knows that behaviour affects others.

Skills:

- Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.
- Can focus attention in a whole class group for a teaching session, e.g. phonics.
- Is willing to keep trying if something is difficult or challenging.

Managing Self

Knowledge:

- Knows why rules keep people safe.
- knows that some foods are healthier than others.
- knows that effort helps them improve.
- knows that routines help them be independent.

Skills:

- Expresses own feelings and is beginning to consider the feelings of others.
- Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School.
- Washes hands without reminders
- Begin to talk about the different factors that support their overall health and well being
- Can follow class rules and routines

Building Relationships

Knowledge:

- Knows that kindness helps build friendships.
- knows that sharing and taking turns help people get along.
- knows that others may feel differently from them.

Skills:

- Build constructive and respectful relationships
- Able to identify when another child is upset and respond appropriately.

KEY VOCABULARY

Feelings, Emotions, Happy, Sad, Angry, Good, Bad, Upset, Sad, Feeling, Emotion, Rules, Safety Gate, Book Bag, Water Bottle, Pack-Up, Timetable, Toilet, Wiping, Listening, Like, Dislike, Rules, Listening, Safe, Behaviour, Friend, Teacher, Peer, Class, Others, Happy, Talk, Conversation, Play, Group, Roleplay, Small World, Teacher, Peer, Class

Cry, Nice, Problem, Sharing, Taking turns, My turn, Your turn, Patience, Waiting Explain, Language Linked To Provision And Prior Learning, Play, Playing, Area Names Of The Classroom, Help, Please, Dress, Undress, Clothing Names, Listening, Next, Help, Please, Friends, Having A Go, Class, Nicely, Turn Taking.



Reception Progression Documents

Understanding the World

Past and Present

Knowledge:

- Knows that the past is different from now.
- knows that people's lives change as they grow.
- knows that stories and pictures can show events from long ago.

Skills:

- Talks about significant historical events and how things were different in the past.
- Comment on images of
- familiar situations in the past

People, Culture & Communities

Knowledge:

- Knows that people celebrate different events and traditions.
- knows that communities have shared places (shops, parks, schools).
- knows that maps represent places.

Skills:

- Recognises some similarities and differences between life in this country and life in other countries
- Looks at, and makes maps, of local environment.
- Understands that some places are special to members of their community.
- Names a different celebration from around the world and 1 way it is celebrated.
- Begins to recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some environments that are different from the one in which they live .
- Familiar with a range of vocabulary used to describe different celebrations around the world
- Compare and contrast characters from stories, including figures from the past

The Natural World

Knowledge:

- Knows that plants need water and light to grow.
- knows that animals need food and shelter.
- knows that seasons change across the year.

Skills:

- Understands the effects of the changing seasons on the natural world around them.
- Describe what they see, hear and feel whilst outside.

KEY VOCABULARY

Last Week, Yesterday, A Long Time Ago, Last Year, Before I Was Born

Synagogue, Worship, Feelings, Similar, Different, History, Past, Celebrations, Festivals Belief, Religion, Special, Special Book, Celebrate, Celebration, Different, Same, Cold, Landscape Related Vocabulary. Maps, Mapping, Environment, Bee-Bot, Left, Right, Under, Beside, On Top.

Material: Wood, Plastic, Glass, Metal, Paper, Recyclable, Hard, Soft, Rough, Smooth, Shiny.



Reception Progression Documents

Expressive Arts & Design

Creating with Materials

Knowledge:

- Knows that materials can be combined for a purpose.
- knows that colours can be mixed to make new colours.
- knows that tools have specific uses (brushes for painting, scissors for cutting).

Skills:

- Explore, use and refine a variety of artistic effects to express their feelings and ideas
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Mixes colours to produce different shades and combines materials to create different textures.
- Will plan a design before starting.
- Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.
- Creates collaboratively,
- sharing ideas, resources and skills

Being Imaginative & Expressive

Knowledge:

- Knows that music has rhythm and beat.
- knows that stories can be acted out using props.
- knows that characters have simple roles in play.

Skills:

- Uses instruments to compose own music.
- Watch and talk about dance and performing art, expressing their feelings and responses.
- Listen attentively to music expressing their feelings and responses
- Along with others, collects resources to develop own role play storylines.

KEY VOCABULARY

Observe, Copy, Look, Notice, Shape, Colour, Lines, Represent., Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Secondary Colours, Light, Dark. Paint, Painting, Colour, Choice, Yves Klein, Print, Paint, Choice, Smudge, Clear Print, Sponge, Rollers, Shapes, Mondrian, Primary Colours, Kandinsky., Materials, Textures, Junk, Modelling, Build, Tower, Structure, Higher, Lower, Taller, Shorter, Stronger, Sturdy, Glue, Sellotape.Joins, Materials, 3d, 3d Work, Sellotape, Masking Tape, Sellotape, Glue Stick, Stronger, Hold. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Straight Line, Copy, Follow



Reception Progression Documents

Communication & Language

Listening, Attention & Understanding

Knowledge:

- Knows that questions help us find out more.
- knows stories follow a sequence (beginning, middle, end).
- knows different texts have different purposes.
- knows language can explain ideas and describe events.

Skills:

- Can switch attention from
- one task to another
- Follows complex instructions
- Responds to discussion with comments and questions
- Understand how to listen carefully and understand
- why listening is important
- Listens carefully to rhymes and songs, paying attention to how they sound

Speaking

Knowledge:

- Knows words can have similar meanings (synonyms).
- knows language can explain thinking and describe events.
- knows stories can be retold in sequence;.
- knows explanations need detail.

Skills:

- Enjoys being part of conversations and discussions and uses new vocabulary in context
- Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work
- and why they might happen
- Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Learns rhymes poems and songs.
- Talk about a selected nonfiction to develop a deep familiarity with new knowledge and vocabulary



KEY VOCABULARY

Quiet, Quietly, Carpet, Sitting, Listening, Joining in, Hand up, Story time, Book, Reading, Fiction, Non-fiction, How? Predict Pretend, Turn taking, Listening, Instruction, Telling, Listen, Follow, Why?, Explain, Because Listen, Wait, Turn, Carpet time, Join in, Hand up, Question, Song, Rhyme, Poem, Safe, Safety, Road safety, Fire alarm, Joining in, Hand up, Friends, Pretend, Compromise, Turn taking, Fair, Fiction, Non-fiction, Explain, Because, When? What?

Pretend this is, Ran, Fell, Why, Because, I think, This morning, Last night, I think, When, Does, And, Because, Next, After that, Let's try



Reception Progression Documents

Physical Development

 Gross Motor Skills

Knowledge:

- Knows that different movements require control and coordination.
- knows that repeated practice improves strength and skill.

Skills:

- Can throw, kick, pass and catch a large ball.
- Able to balance on and off equipment.
- Can jump safely from a piece of equipment.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group
- Developing a range of ball skills including throwing, catching, kicking, passing, batting and aiming
- Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball

 Fine Motor Skills

Knowledge:

- Knows that letters have specific shapes and starting points.
- knows that careful control helps with accuracy in drawing, writing and cutting.

Skills:

- Develop the foundations of a hand writing style which is fast, accurate and efficient.
- Hold a pencil in a tripod grip.
- Uses scissors to cut around more complex shapes, e.g. split pin characters.
- Has developed dexterity for threading small items and manipulating small objects.

 KEY VOCABULARY

Space, Surroundings, Aware, Speed, Direction, Control, Ball, Looking, Racket, Hands, Eyes.Equipment, Ball, Cones, Safety, Careful, Running, Jumping, Stepping, Dancing, Hopping, Skipping, Climbing.

Letters, Trace, Rhymes, Pencil Grip.Scissors, Small Tools, Tripod, Fingers, Draw, Pencils.



Reception Progression Documents

Literacy

Word Reading

Knowledge:

- Knows digraphs represent one sound.
- knows how to blend and segment words using taught phonics.
- knows more tricky words by sight.

Skills:

- Able to complete a rhyming string.
- Begin to use sound buttons to identify how many sounds are in a word.
- Can supply words with the same initial sound for phase 2 single sounds.
- Recognise all taught sounds, including some digraphs.
- Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Blend sounds into words, so that they can read short words made up of known letter - sound correspondences.
- Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.

Comprehension

Knowledge:

- Knows that stories follow a sequence (beginning, middle, end).
- knows that different texts have different purposes (story, information, rhyme).

Skills:

- Answer all questions about a text that has been read to them.
- Begin to predict what might happen next in a story.
- Begin to use modelled vocabulary during role play for example Small World.
- Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.
- Retell or make up own stories using vocabulary that has been learnt.

Writing

Knowledge:

- Knows that sentences need capital letters, finger spaces and full stops.
- knows how to use phonics to spell more complex words.

Skills:

- Form lowercase letters and capital letters correctly.
- Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.
- Begin to use capital letters, finger spaces and full stops in independent writing.
- Read sentences back to an adult.
- Writes cvc words and labels using taught sounds and spells some high frequency tricky words.
- Physical development: Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.

KEY VOCABULARY

Story, Order, Sequence, Retell, End, Repeat

Digraph, Read, Sounding Out, Tricky Word, CVC, Sound Buttons

Words, Writing, Sounds, Phoneme, Graphemes, Sounding Out, Independently, Sound Talk, Sound Buttons, Roleplay, Segmenting, Phonemes, Graphemes, Sounds, Copy, Trace, Formations, Three Sounds, Sound Buttons, Tricky Word, Pencil Grip, Pinch And Flick, Letters, Formations, Trace, Copy, Formation Rhymes, Hand, Left To Right, Lazy

Sequence, Story, What, Why, Difference, Nonfiction, Fiction, Poetry, Act Out, Show Me.

Digraph, Read, Sounding Out, Tricky Word, CVC, Sound Buttons.

Writing, Sounds, Letter Sounds, Graphemes, Phonemes, Mark Making, Segmenting, Phonemes, Graphemes, Sounds, Copy, Trace, Formations, Three Sounds, Sound Buttons, Tricky Words, Pencil Grip, Pinch And Flick, Letters, Formations, Trace, Copy, Spaces, Correct Formations



Reception Progression Documents

Mathematics

Number

Knowledge:

- Knows that numbers can be composed and decomposed (e.g., $5 = 3+2$).
- knows that doubles are two equal amounts.
- knows that number bonds help show how numbers combine.

Skills:

- Developing sense of numbers beyond 5 and can subitise to 6.
- Confidently talks about the different ways that numbers can be made to 5 and is beginning to apply this knowledge to numbers to 10.
- Links subtraction facts to composition of numbers to 5.
 - Recalls some double facts to 10.
- Compare numbers
- Understands the 'one more
- then/one less than' relationship between consecutive numbers



Numerical Pattern

Knowledge:

- Knows that patterns can be extended and created
- knows how to compare length, weight and capacity using everyday language.

Skills:

- Put numbers to 10 in order
- Recognises patterns within number.
- Begin to understand odd numbers
- Begin to understand the competition of numbers to 10
- Puts numbers in order, largest to smallest and finds a missing number



KEY VOCABULARY

Number, Number Names, Addition, Count, Without Counting, How Many, Number Bonds. Number, Number Names, Count, Addition, Larger, Smaller, Odd, Even, More, Less, Number Bonds.

Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, Even, Odd, Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, Even, Odd, Size, Next, Between, Tens, Ones



Reception Progression Documents

Personal, Social & Emotional Development

Self-Regulation

Knowledge:

- Knows that feelings can be managed using taught strategies.
- knows that they can talk about how they feel.
- knows that thinking before acting helps solve problems.

Skills:

- Can label and talk about own and others' emotions.
- Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.
- Shows resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally

Managing Self

Knowledge:

- Knows how to make safe choices indoors and outdoors.
- knows why hygiene, sleep and exercise matter.
- knows that perseverance helps them achieve goals.

Skills:

- More confident to tackle new challenges and with encouragement will keep going.
- Considers the feelings of others
- Know and talk about the different factors that support their overall health and wellbeing

Building Relationships

Knowledge:

- Knows how to solve simple friendship problems; knows that listening helps build relationships; knows that people have different preferences, cultures and experiences.

Skills:

- Can cooperate with others, listening and sharing some ideas and will listen to advice
- about how to solve disagreements.
- Is able to take turns
- Identifies how others feel and responds appropriately.
- Talk about the perspective of others

KEY VOCABULARY

Sorry, Upset, Accident, Help, Following, Safety (Language relating to the Behaviour Policy.

Happy, Good, Like, Proud, I Can, Better, Like, Dislike, Why, Explain, Reason, Resilience, Try Again, Rule, Road Safety, Directions, Listen, Next, After That

Do You? Like, Dislike, Your Turn, My Turn, Minutes, Shall We?



Reception Progression Documents

Understanding the World

Past and Present

Knowledge:

- Knows that objects, clothing and buildings can tell us about the past.
- knows that people lived differently in different times.

Skills:

- Talks about significant historical events and how things were different in the past.
- Comment on images of
- familiar situations in the past

People, Culture & Communities

Knowledge:

- Knows that people live in different countries and cultures.
- knows that places have different features (town, countryside, coast).

Skills:

- Recognises some similarities and differences between life in this country and life in other countries
- Looks at, and makes maps, of local environment.
- Understands that some places are special to members of their community
- Names a different celebration from around the world and 1 way it is celebrated
- Begins to recognise that people have different beliefs and celebrate special times in different ways
- Recognise some environments that are different from the one in which they live
- Familiar with a range of vocabulary used to describe different celebrations around the world
- Compare and contrast characters from stories, including figures from the past

The Natural World

Knowledge:

- Knows that materials have different properties and uses.
- knows that water can change form (ice, liquid).
- knows that shadows are made when light is blocked.

Skills:

- Understands the effects of the changing seasons on the
- natural world around them.
- Describe what they see, hear and feel whilst outside.

KEY VOCABULARY

Event, Special, What Happened, Then, Next

Key Worker, Job, Help, Helpful, Community, Police, Fire Service, Doctor, Dentist, Places Of Worship, Churches, Map, Park, Shops, Features, Landmarks, Local Area.

Tulip, Daffodil, Bluebells, Crocuses, Snowdrops, Dandelions, Buttercups, Daisy Plant, Stem, Leaf, Roots, Bulb, Shoot, Seed, Growth Flower, Trunk, Branches. Life Cycle, Egg, Caterpillar, Chrysalis, Cocoon,



Reception Progression Documents

Expressive Arts & Design

Creating with Materials

Knowledge:

- Knows that different techniques (painting, drawing, printing, collage) create different effects.
- knows that materials can be chosen to match an idea.

Skills:

- Explore, use and refine a variety of artistic effects to express their feelings and ideas
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Mixes colours to produce different shades and combines materials to create different textures.
- Will plan a design before starting.
- Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.
- Creates collaboratively,
- sharing ideas, resources and skills

Being Imaginative & Expressive

Knowledge:

- Knows that songs can be changed or adapted.
- knows that narratives can be created and developed in play.
- knows that instruments can be used to create effects.

Skills:

- Uses instruments to compose own music.
- Watch and talk about dance and performing art, expressing their feelings and responses
- Listen attentively to music expressing their feelings and responses
- Along with others, collects resources to develop own role play storylines.

KEY VOCABULARY

Materials, Textures, Collage, Eric Carle, Play Dough, Flour, Instructions, Water, Salt, Oil, Amount, Measure, Roll, Mix. Natural Art, Nature, Patterns, Outdoors, Andy Goldsworthy, Style, Copy, Similar. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Shapes, Lines, Copy.

Loud, Quiet, Fast, Slow, Instruments, Play, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting, Voices, Whispering, Voices, Talking Voices, Change, High, Low. Join In, Pretend, Roleplay, Retell, Stories, Acting Out, Puppets, Toys, Small World, Masks, Home Corner, Conversations, Taking On A Role, Pretending.



Reception Progression Documents

Communication & Language

Listening, Attention & Understanding

Knowledge:

- Knows how to listen attentively and respond with relevant questions, comments and actions.
- knows how to understand and talk about stories using key vocabulary.
- knows how to understand and discuss stories, non-fiction, rhymes and poems.
- knows how to follow multi-step instructions and understand explanations.

Skills:

- 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

Knowledge:

- Knows and uses a wide range of vocabulary from stories, discussions and experiences.
- knows how to express ideas clearly using full sentences.
- knows how to retell stories and create narratives using recently introduced vocabulary.
- knows how to use talk to explain ideas, solve problems and make connections.

Skills:

- 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

KEY VOCABULARY

Instruction, Patient, Patience, Join in, Help, Where? What could we do next? Instructions, Listening, Follow, Explain, Repeat, Non-fiction, How? Don't understand, Retell, Vocabulary linked to book language. Listen, Wait, Turn, Game, Pretend, Friend, New, Different, Explain, Listen, Heard, Because, Animals, Man-made, Soon, Early, Late, Square, Triangle, Circle, Soft, Hard, Smooth

Feelings, Experience, Went to, Going to, Please, Thank you, Play, Pretend, Now, Then, Before, After, If, Because, So, Could



Reception Progression Documents

Physical Development

Gross Motor Skills

Knowledge:

- Knows how to use a range of movements with control, coordination and confidence.
- knows that exercise keeps the body strong.

Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Knowledge:

- Knows how to use tools, pencils and equipment with accuracy and control.
- knows how to form letters correctly and safely use tools for different tasks.

Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

KEY VOCABULARY

Space, Carefully, Aware, Surroundings, Direction, Speed, Strength, Coordination, Play, Playing, Running, Moving, Travelling.

Tripod, Pencil, Grip, Skill, Tools, Pen, Pencil, Scissors, Weaving, Threading, Accuracy, Drawing, Detail, Tracing.



Reception Progression Documents

Literacy

Word Reading

Knowledge:

- Knows how to read words and simple sentences using phonics.
- knows a range of tricky words.
- knows how to read books matched to their phonics knowledge.

Skills:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

Knowledge:

- Knows how to understand and talk about stories, non-fiction, rhymes and poems using key vocabulary.
- knows how to retell stories and discuss key events.

Skills:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.

Writing

Knowledge:

- Knows how to write sentences that can be read by others.
- knows how to use punctuation correctly.
- knows how to spell words using phonics and some common exception words.

Skills:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

KEY VOCABULARY

Vocabulary, Words, Recall, Retell, Next, After That, Why, When, Like

Tricky Words, Re-Read, Check, Sense, Edit, Change, Adapt, Improve

Instructions, Recipe, Story, Non-Fiction, Fiction, Information Book, Sentences, Letter Sounds, Capital Letters, Finger Spaces And Full Stops. Segmenting, Phonemes, Graphemes, Sounds, Sound Buttons, Tricky Words, Independent. Pencil Grip, Pinch And Flick, Letters, Formations, Trace, Copy, Capital Letters, Correct,



Reception Progression Documents

Mathematics

Number

Knowledge:

- Knows how to automatically recall number bonds to 5 and some to 10; knows how to compare quantities.
- knows how to understand and represent numbers to 10 in different ways.

Skills:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Numerical Pattern

Knowledge:

- Knows how to identify, continue and create repeating patterns.
- knows how to compare and describe length, weight and capacity using mathematical vocabulary.

Skills:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.



KEY VOCABULARY

Number, Number Names, Count, Addition, Larger, Smaller, Odd, Even, More, Less, Number Bonds. Number, Number Names, Count, Addition, Larger, Smaller, Odd, Even, More, Less, Number Bonds.

Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, Even, Odd, Size, Next, Between, Tens, One Number, Count, Is The Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, Even, Odd, Size, Next, Between, Tens, Oness



Reception Progression Documents

Personal, Social & Emotional Development

Self-Regulation

Knowledge:

- Knows how to identify and name a range of emotions; knows how to manage feelings appropriately; knows how to stay focused on tasks and follow instructions even when

Skills:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Knowledge:

- Knows how to manage their own basic needs; knows how to make safe and healthy choices; knows right from wrong and understands consequences.

Skills:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Knowledge:

- Knows how to form positive relationships; knows how to work and play cooperatively; knows how to show sensitivity to others' needs and feelings.

Skills:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

KEY VOCABULARY

Frustration, Explain, Why, Turn taking, My turn, Your turn, Independence, Getting on, Planning, Changing, Keep on trying, Reflecting

Individual, Me, My, I Can, Happy, Good, Like, Better, Challenge, Harder, Next Level, Healthy, Food Groups, Fats, Protein, Carbohydrates, Dairy, Food Names, Physical Activity, P.E, Work

Your Turn, My Turn, You Can Have It, Share



Reception Progression Documents

Understanding the World

Past and Present

Knowledge:

- Knows how to talk about similarities and differences between the past and now.
- knows how to describe changes in their own life and the lives of others.

Skills:

- 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 own experiences 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 & Communities

Knowledge:

- Knows how to describe their immediate environment.
- knows how to talk about different cultures, traditions and places.
- knows how to understand similarities and differences between life in this country and others.

Skills:

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Know some similarities 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, nonfiction texts and – when appropriate – maps.

The Natural World

Knowledge:

- Knows how to describe the natural world around them.
- knows how to explain changes in seasons, materials and living things.
- knows how to make observations and talk about what they notice.

Skills:

- 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.

KEY VOCABULARY

First, Then, Next, After That, Finally, Storm

, Images, Pictures, Change, Different, People, Places, Time, Compare, Comparison, Same., Similar, Features, Hot, Cold, Care, Look After, Vets, Food, Water.
Maps, Mapping, Environment, Features, Landmarks, Local Area, X Marks The Spot, Treasure.

Pond, Garden, Woodland, Seaside, Habitat, Wild, Wildlife, Native, Woodland, Birds, (Owl, Duck), Insects/Bugs/ Minibeasts (Ladybird, Woodlouse, Bee, Wasp, Spider, Tarantula, Earthworm, Snail, Millipede, Butterfly,



Reception Progression Documents

Expressive Arts & Design

Creating with Materials

Knowledge:

- Knows how to safely use and explore a variety of materials, tools and techniques.
- knows how to plan and create artwork with purpose and evaluate the

Skills:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the
- processes they have used
- Make use of props and materials when role playing characters in narrative and
- stories

Being Imaginative & Expressive

Knowledge:

- Knows how to invent, adapt and recount narratives.
- knows how to sing songs and perform rhymes.
- knows how to move, play and create with expression and imagination.

Skills:

- Invent, adapt and recount narrative and stories with peers and their teachers
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

KEY VOCABULARY

Materials, Textures, Sewing, Stitch, Natural, Leaves, Thread, Needle, Weaving, In And Out. Tools, Techniques, Join, Assemble, Materials, Glue, Folds, Sellotape, Adapt, Change, Review, Explain. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Purpose, Independence.

Rhymes, Actions, Bang, Tap, Scratch. Join In, Pretend, Roleplay, Retell, Stories, Converse, Conversation, Represent, Real Life, Imagination, Celebrations, Daily Life, Shopping,