

Reception Progression Map 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
	Learn new vocabulary Use new vocabulary through the day and in my play					
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Understand the reason for rules and know right from wrong		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Grow in independence and know how to look after their body		Think about the perspectives of others. Manage their own needs. How to keep fit and well Transition to Year 1	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Literacy -- Writing	Draws the prewriting shapes Show a preference for a dominant hand Children write initial sounds in words. Write first name.	Independently segments the sounds in words to write a cvc word. Begins to write a simple caption with support	Writes phonetically decodable words. Teach skills to write a simple caption. Developing independence in writing. Introduce finger spaces and full stops.	Orally rehearses and write a simple caption independently. Apply diagraphs and tricky words to writing. Use finger spaces and full stops.	Introduce correct use of lower-case and capital letters within their writing. Write simple sentences including finger spaces, full stops, HFW and tricky words. .	Writes a series of short sentences that follow on from the previous one. Uses known letter-sound correspondences using a capital letter and full stop to demarcate sentences. Re-read what they have written to check that it makes sense. Spells phonically regular words with more than one syllable (e.g. carpet, doormat etc.)
Literacy – Phonics/Reading	Secure in all aspects of Phase 1 Ensure Phase 2 sounds are taught. CVC oral blending Read individual letters by saying the sounds for them.	Phase 2 sound and (i, v, w, x, y, z) CVC oral blending & Segmenting Blend sounds into words, so that they can read short words made up of known letter-sound correspondences .	Phase 3 sound lessons to begin Introduce skills to read simple captions. Read digraphs Read a few common exception words matched.	Continue to teach phase 3 digraphs Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, some common exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Consolidating all sounds taught Read all phase 3 sounds Begin to apply their phonic knowledge including set 2 & phase 3 in words, cations and short sentences.	Confidently reads a series of short sentences with fluency. Read at least 10 digraphs within short sentences. Reads 45 high frequency words.

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Mathematics	Embed 1:2:1 correspondence skills	Embed number sense 1-5	Embed number sense 1-5	Embed number sense 1-5	Embed Number sense 6-10	Children at the expected level of development will: - Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order; - Subitise (recognise quantities without counting) up to 5; - Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts. Children at the expected level of development will: - Automatically recall double facts up to 5+5; - Compare sets of objects up to 10 in different contexts, considering size and difference; - Explore patterns of numbers within numbers up to 10, including evens and odds. <i>Assessment week</i> <i>Fill gaps and consolidation</i>
	Number sense 1-5 <ul style="list-style-type: none"> - Recognising different representations - Understand number line placement - Subitise to 5 - Use a range of resources to partition numbers to 5 - Use number bonds to 5 to solve mathematical problems Visual patterns	Numerical patterns <ul style="list-style-type: none"> - adding 1 each time - number staircase - one less One more/less	Number sense 6-10 <ul style="list-style-type: none"> - Recognising different representations - Understand number line placement - Use a range of resources to partition numbers to 10 - Use number bonds 1-5 and 10 to solve mathematical problems Shape	Number sense 6-10 <ul style="list-style-type: none"> - Recognising different representations - Understand number line placement - Use a range of resources to partition numbers to 10 - Use number bonds 1-5 and 10 to solve mathematical problems Numerical patterns – halving, doubling, sharing	Understanding of numerical patterns <ul style="list-style-type: none"> - Teen numbers - odds and evens - Halving/sharing - doubling Use strategies to subtract within 10	
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live.	Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map.	.
	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.					