

Progression of Skills & Curriculum Overview 2023-2024 Reception

Starting Area of Learning	Autumn 1 - Marvellous Me!	Autumn 2 - Celebrations	Spring 1 - Winter Wonderland	Spring 2 - Seasonal Changes	Summer 1 - Ocean Life	Summer 2 - Summer Holidays
Possible Themes	Pets Looking after ourselves Colour Monster goes to school Our Local Area Our Families Black History Month Harvest	Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Toys from the past	Valentine's Day Lunar New Year Arctic	Pancake Day Fairtrade Easter International Women's Day World Book Day Science Week	Journeys Looking after the ocean Pollution Sea creatures Transport David Attenborough	Holidays Lifeguards Mermaids Abroad holiday destinations
Enrichment activities	Walk around our local area Forest school starting every 2 weeks Visit to our local church for Harvest Festival Donations for Harvest	Visit to local church for Christmas Story Visit to local war memorial site for Remembrance Day Starting visits to Bradwell Library weekly Diwali shared day Pumpkin Day for Halloween Nativity performance Christmas Jumper/Dinner Day	Lunar New Year visitor Winter Walk round the local area Ice experiments Looking at Winter around the world (Mapping, comparing environments)	Trip to local shop Trip to local church for Easter story Sensory garden visits with pond experience Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads World Book Day Dress up and activities (secret readers throughout the week) Easter Bonnet Parade	National Storytelling Week- Different Authors Visit linked to Ocean David Attenborough video linked to the ocean. Rubbish monitors	Space Day Beach Day Teddy Bears Picnic Aeroplane Role play
Parental Involvement Parents will be updated through Tapestry about what the children are learning, however we will also be hosting some parent specific events to help promote learning both inside and outside of the classroom.	Parent interviews to discuss the children starting Parent reading afternoons (2:50-3:10) Every 2 weeks. Different days so parents can take part in whichever ones they can. Parent Café's: Maths- Talk about maths in Reception first, then maths activities set up in the classroom that they can complete with their children. Phonics- Phonics talk first, then phonics activities set up in the classroom that they can complete with their children.	Parent Café's: EAD & Literacy - Read a Christmas story together first and then set out some literacy and EAD activities for the parents to complete with their children. Parent reading afternoons (2:50-3:10) Every 2 weeks. Different days so parents can take part in whichever ones they can.	Parent Café's: Guess how much I love you- Valentines themed café. Story first and then complete a range of activities linked to love, family and friends. Parent reading afternoons (2:50-3:10) Every 2 weeks. Different days so parents can take part in whichever ones they can.	Parent Café's: Science- Linked to Science week. Read the story of the Little Raindrop first and then set up a range of scientific based activities for parents to complete with their children. Parent reading afternoons (2:50-3:10) Every 2 weeks. Different days so parents can take part in whichever ones they can.	Parent Café's: Wellbeing- Linked to Mental health week (13 th -20 th May) Story about wellbeing and then activities linked to wellbeing after. (Forest school visit within the session) Parent reading afternoons (2:50-3:10) Every 2 weeks. Different days so parents can take part in whichever ones they can.	Teddy Bears picnic- Picnic on the field with parents and activities after. Graduation- Parents to come and celebrate their children graduating Reception!
COEL The characteristics of effective learning will be embedded throughout the year through high quality interactions, routines and play.	Playing & Exploring Responds to new experiences that you bring into their attention. Active Learning Participate in routines. Begin to predict sequences because they know routines. Creating & Thinking Critically Take part in simple pretend play. Sort materials.	Playing & Exploring Plan and think ahead about how they will explore or play with objects. Active Learning Show goal directed behaviour. Creating & Thinking Critically Review their progress as they try to achieve a goal. Check how well they are doing.	Playing & Exploring Bring their own interests and fascinations into early years settings to help develop their learning. Active Learning Keep trying when things are difficult. Creating & Thinking Critically Know more so feel confident about coming up with their own ideas and make more links between those ideas.	Playing & Exploring Guide their own thinking and actions by referring to visual aids or talking to themselves whilst playing. Active Learning Begin to correct their mistakes themselves. Creating & Thinking Critically Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.	Playing & Exploring Make independent choices. Active Learning Review all the active learning points and focus on any the children are struggling with. Creating & Thinking Critically Use pretend play to think beyond the 'here and now' and to understand another perspective.	Playing & Exploring Review all the playing & exploring points and focus on any the children are struggling with. Active Learning Review all the active learning points and focus on any the children are struggling with. Creating & Thinking Critically Solve real problems.
Communication and Language	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking	Listening, Attention and Understanding Children will engage in story times, listening and talking about stories to build familiarity and understanding.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.



Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories, Talk 4 Writing and Show & Tell.

Speaking
Children will talk in front of small groups and their teacher offering their own ideas and developing social phrases.

Children will learn new vocabulary and use this throughout the day.

Children will talk in sentences using connectives, e.g. and, because.

Children will be able to retell a story, once they have developed familiarity with the text.

Speaking
Children will engage in non-fiction books and to use new vocabulary and knowledge in different contexts.

Speaking
Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Speaking
Children will use talk in sentences using a range of tenses.

ELG's:
Listening, Attention and Understanding: 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking: 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.

Personal, Social and Emotional Development



Children develop their personal, social and emotional skills throughout the year through circle times, social stories, ELSA support, diversity stories, Show & Tell, PSHE lessons, Wellbeing sessions etc.

Self-Regulation
Children will be able to follow one step instructions.

Children will recognise different emotions.

Children will focus during short whole class activities.

Managing Self
Children will learn to wash their hands independently.

Building Relationships
Children will seek support from adults and gain confidence to speak to peers and adults.

Self-Regulation
Children will talk about how they are feeling and to consider others feelings.

Managing Self
Children will understand the need to have rules.

Children will understand the different factors that support their overall health and wellbeing.

Building Relationships
Children will begin to develop constructive and respectful relationships with others.

Self-Regulation
Children will be able to focus during longer whole class lessons.

Managing Self
Children will begin to show resilience and perseverance in the face of a challenge.

Building Relationships
Children will be able to use taught strategies to support in turn taking.

Self-Regulation
Children will identify and moderate their own feelings socially and emotionally.

Managing Self
Children will develop independence when dressing and undressing.

Building Relationships
Children will listen to the ideas of other children and agree on a solution and compromise.

Self-Regulation
Children will be able to control their emotions using a range of techniques.

Managing Self
Children will manage their own basic needs independently.

Children will learn to dress themselves independently.

Building Relationships
Children will learn to work as a group.

Self-Regulation
Children will be able to follow instructions of three steps or more.

Managing Self
Children will show a 'can do' attitude.

Children will understand the importance of healthy food choices.

Building Relationships
Children will have the confidence to communicate with adults around the school.

ELG's:
Self-Regulation: 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 activity, and show an ability.
Managing Self: 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: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development



Children improve their gross and fine motor skills daily by engaging in different Fine motor skill activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing and Dough Disco, They also take part in weekly PE sessions and have access each day to our outdoor area with different types of

Gross Motor
Children will learn to move safely in a space.

Children will revise and refine the fundamental movement skills they have already acquired.

Fine Motor
Children will begin to use a tripod grip when using mark making tools.

Gross Motor
Children will explore different ways to travel using equipment.

Children will begin to use core muscle strength to achieve a good posture when sitting at a table or on the floor.

Fine Motor
Children will accurately draw lines, circles and shapes to draw pictures.

Gross Motor
Children will be able to control a ball in different ways.

Children will balance on a variety of equipment and climb.

Fine Motor
Children will handle scissors, pencil and glue effectively.

Gross Motor
Children will jump and land safely from a height.

Children will progress towards a more fluent style of moving with developing control and grace.

Fine Motor
Children will use cutlery appropriately.

Gross Motor
Children will move safely with confidence and imagination, communicating ideas through movement.


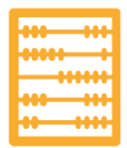

Fine Motor
Children will hold scissors correctly and cut out small shapes.

Children will develop the foundations of a handwriting style which is fast, accurate and efficient.

Gross Motor
Children will be able to play by the rules and develop coordination.

Fine Motor
Children will form letters correctly using a tripod grip.

ELG's:
Gross Motor: 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.

equipment for supporting their gross motor skills.						
Fine Motor: 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.						
<p>Literacy</p>  <p>Children improve their literacy skills throughout the year by listening and engaging in story times, writing their own helicopter stories, retelling and ordering stories, having access to our book area, library visits (internal and external) and having a curriculum based around good quality texts.</p>	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will read individual letters by saying the sounds for them.</p> <p>Writing Children will give meanings to the marks they make.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will form letters correctly.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p> <p>Children will re-read what they have written to check that it makes sense.</p>
	<p>ELG's:</p> <p>Comprehension: 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, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: 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.</p>					
<p>Mathematics</p>  <p>Children improve their Math skills throughout the year by listening and engaging in maths related books, participating in classroom routines, number walks, problem solving, role playing, sequencing stories etc.</p>	<p>Number Children will have a deep understanding of 1-3.</p> <p>Children will learn how to count with a 1-1 correspondence.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p> <p>Children will begin to look at measurement and how to use this in their play.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Children will learn to subitise objects up to 3.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p> <p>Children will begin to recognise and talk about the properties of 2D shapes.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p> <p>Children will begin to look at mass and capacity of different items and compare these.</p> <p>Children will begin to learn about length, time and height and how this can be used in their every day life.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will add and subtract using number sentences.</p> <p>Children will begin to recognise and explain properties of 3D shapes.</p>	<p>Number Children will revise number bonds to 5.</p> <p>Numerical Patterns Children will share quantities equally.</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher.</p>
	<p>ELG's:</p> <p>Number: 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.</p> <p>Numerical Patterns: 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<p>Understanding the World</p> 	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know that people</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that people in</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities</p>

<p>Children improve their understanding the world skills throughout the year by listening and engaging in different cultured books, non-fiction books, cultural days, enhancements in their continuous provision, fieldwork trips, science experiments etc.</p>	<p>Children will know about features of the immediate environment and their family.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p> <p>RE: People, Culture and Communities Children will know about Harvest and why it is so important.</p>	<p>Children will know that there are many countries around the world.</p> <p>Children will draw information from a simple map.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>Children will begin to understand the effect of changing seasons on the natural world around them.</p> <p>RE: People, Culture and Communities Children will know what Christians say God is like.</p> <p>Children will know why Christians perform nativity plays.</p>	<p>around the world have different religions.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p> <p>RE: People, Culture and Communities Children will learn that different people have different religions and celebrate different events, such as Lunar New Year.</p>	<p>Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will know why people say sorry.</p> <p>Children will know how Easter Day is different to Good Friday.</p> <p>Children will know what the church is and visit the church to find out more about celebrations of Easter.</p>	<p>other countries may speak different languages.</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will know what Christians say the Holy Spirit is like.</p>	<p>Children will know that simple symbols are used to identify features on a map.</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p> <p>RE: People, Culture and Communities Children will know how the disciples changed when they first met Jesus.</p>
	<p align="center">ELG's:</p> <p>Past and Present: 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 experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: 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 (when appropriate) maps.</p> <p>The Natural World: 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.</p>					

Expressive Arts and Design



Children will improve their EAD skills throughout the year by having access every day to musical instruments, creative materials, story telling props, enhanced provision etc.

<p>Music: Being Imaginative Children will explore and learn about different types of sounds</p> <p><i>Progression from KAPOW primary scheme</i></p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p>	<p>Music: Being Imaginative Children will learn songs and perform these using singing, instruments and dancing.</p> <p><i>Progression from KAPOW primary scheme</i></p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p>	<p>Music: Being Imaginative Children will come up with simple actions to well-known songs, learn how to move to a beat and express feeling and emotions through movement to music.</p> <p><i>Progression from KAPOW primary scheme</i></p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p>	<p>Music: Being Imaginative Children will move to music with instruction, change movements to match tempo, pitch or dynamic of the piece. Children will understand that music and instruments can be used to convey moods or represent characters.</p> <p><i>Progression from KAPOW primary scheme</i></p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p>	<p>Music: Being Imaginative Children will explore how they can use their voice and bodies to make sounds and experiment with tempo and dynamic when playing instruments.</p> <p><i>Progression from KAPOW primary scheme</i></p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Music: Being Imaginative Children will learn about what makes an instrument, the four different groups of musical instruments, following a beat using an untuned instruments and performing a practised song to a small audience.</p> <p><i>Progression from KAPOW primary scheme</i></p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>
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ELG's:

Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. 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.