

## RECEPTION SKILLS PROGRESSION MAP AND CURRICULUM OVERVIEW\*

### CHARACTERISTICS OF EFFECTIVE LEARNING

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Playing and Exploring</b>	I can investigate and experience things and I am willing to “have a go”.		
<b>Active Learning</b>	I can concentrate and keep on trying if something seems too difficult. I can feel proud of myself when I have achieved a goal.		
<b>Creating and Thinking Critically</b>	I can think of ideas and develop them. I can make links between ideas I can think of ways to do things.		

*These characteristics will be encouraged and developed over the year and across all areas of the curriculum.*

### CURRICULUM OVERVIEW

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Focus topics	<b>All About Me</b>	<b>Traditional Tales</b>	<b>People Who Help Us</b>	<b>Growing</b>	<b>Bears</b>	<b>Travel</b>
Books to Develop Learning	See you Later Mum The Things I Love about Me It's OK to be Different Who is in My Family	Cinderella Sleeping Beauty Three Little Pigs The Gingerbread Man The Elves and the Shoemaker Peepo	I am a Dentist I am a Doctor I am a Vet I am a Firefighter I am a Police Officer	Jack and the Beanstalk Jim and the Beanstalk Jasper's Beanstalk The Very Hungry Caterpillar The Little Red Hen The Life Cycle of a Hen	We're Going on a Bear Hunt Peace at Last Whatever Next Brown Bear, Brown Bear, What do you See Goldilocks and the Three Bears	Mr. Gumpy's Outing Mr. Gumpy's Motor Car Aliens Love Underpants Man on the Moon Alien Tea Whatever Next!

<b>Communication and Language</b>	I can listen carefully and understand why listening is important.	I can articulate my ideas and thoughts in well-formed sentences	<b>Listening, Attention and Understanding</b> <i>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i>
	I can learn and use new vocabulary.	I can connect one idea or action to another using a range of connectives.	<i>I can make comments about what I have heard and ask questions to clarify my understanding.</i>
	I can ask questions to find out more and check that I understand what has been said to me	I can describe events in some detail	<i>I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers.</i>
	I am beginning to use social phrases	I can use talk to work out problems and organise thinking and activities, explain how things work and why they might happen	<b>Speaking</b> <i>I can participate in small group, class and one-to-one discussions, offering my own ideas.</i>
	I engage in storytimes	I can retell a story once I have developed a deep familiarity with the text	<i>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i>
	I can listen and talk about stories to build familiarity and understanding	I can use new vocabulary in different contexts	<i>I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher</i>
	I can learn rhymes, poems and songs	I can listen carefully to rhymes and songs, paying attention to how they sound	
	I can engage in non-fiction books	I can listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary	
<b>Literacy</b>	I can read individual letters by saying sounds for them	I can read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words.	<b>Word Reading</b> <i>I can say a sound for each letter in the alphabet and at least 10 digraphs.</i>

	I can blend sounds into words so that they can read short words	I can read and re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.	<i>I can read words consistent with my phonic knowledge by sound-blending</i>
	I can read a few common exception words match to the schools phonic programme	I can read some letter groups that each represent one sound and say sounds for them	<i>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</i>
	I can form lower case and capital letters correctly.	I can write short sentences with words with known sound-letters correspondences using a capital letter and full stop	<b>Writing</b> <i>I can write recognisable letters, most of which are correctly formed.</i>
	I can spell words by identifying the sounds and then writing the sounds and letters.	I can re-read what I have written to check that it makes sense.	<i>I can spell words by identifying sounds in them and representing the sounds with a letter or letters</i>
			<i>I can write simple phrases and sentences that can be read by others.</i>
			<b>Comprehension</b> <i>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</i>
			<i>I can anticipate key events in stories</i>
			<i>I can use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</i>
<b>Maths</b>	I can count object, actions and sounds.	I can count beyond ten	<b>Number</b> <i>I have a deep understanding of number to 10, including the composition of each number.</i>
	I can subitise	I can compare numbers	<i>I can subitise (recognise quantities without counting) up to 5.</i>
	I can link the number symbol(numeral) with its cardinal number value	I can understand the one more than/one less than relationship between consecutive numbers	<i>I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including</i>

			<i>subtraction facts) and some number bonds to 10, including double facts.</i>
		I can explore the composition of numbers to ten	<b>Numerical Patterns</b> <i>I can count beyond 20 out loud, recognising the pattern of the counting system.</i>
		I can automatically recall number bonds for numbers 0-10	<i>I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i>
			<i>I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i>
<b>Personal, Social and Emotional Development</b>	I can see myself as a valuable individual	I can show resilience and perseverance in the face of challenge	<b>Self Regulation</b> <i>I can show an understanding of my own feelings and those of others, and begin to regulate their behaviour accordingly.</i>
			<i>I can set and work towards simple goals, and wait for what I want and control my immediate impulses when appropriate.</i>
			<i>I can give focused attention to what the teacher says, respond appropriately even when I am engaged in activity, and show that I can follow instructions involving several ideas or actions.</i>
	I can build constructive and respectful relationships	I can identify and moderate my feelings socially and emotionally	<b>Managing Self</b> <i>I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i>
I can express my feelings and consider the feelings of others	I can think about the perspectives of others	<i>I can explain the reasons for rules, know right from wrong and I try to behave accordingly.</i>	
	I can manage my own needs	<i>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and I understand the importance of healthy food choices.</i>	

			<p><b>Building Relationships</b>  <i>I can work and play cooperatively and take turns with others.</i></p> <p><i>I can form positive attachments to adults and friendships with peers.</i></p> <p><i>I can show sensitivity to my own and to others' needs.</i></p>
<b>Physical Development</b>	I am beginning to roll, crawl, walk, jump, run, hop, skip and climb with more confidence.	I can use a more fluent style of moving with developing control and grace.	<p><b>Gross Motor Skills</b>  <i>I can negotiate space and obstacles safely, with consideration for myself and others.</i></p>
	I am developing my overall body strength, co-ordination, balance and agility to help me to engage successfully with future PE sessions.	I can combine different movements with ease and fluency	<p><i>I can show strength, balance and coordination when playing.</i></p> <p><i>I can move energetically - running, jumping, dancing, hopping, skipping and climbing.</i></p>
	I am developing my small motor skills	I can confidently and safely use a range of large and small apparatus- indoors and outdoors, on my own and in a group	<p><b>Fine Motor Skills</b>  <i>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p>
	I can use my core muscle strength to achieve good posture when sitting at a table or sitting on the floor.	I can refine and develop a range of ball skills, including throwing, catching, kicking, passing, batting and aiming	<i>I can use a range of small tools, including scissors, paintbrushes and cutlery.</i>
	I can start to develop the foundations of a handwriting style which is fast, accurate and efficient	I know and can talk about the different factors that support my overall health and wellbeing. (Regular physical activity, healthy eating, tooth-brushing, sensible amounts of screen time, good sleep, being a safe pedestrian.)	<i>I am beginning to show accuracy and care when drawing.</i>
		I can use the skills I need to manage the school day successfully (lining u p and queuing, mealtimes, personal hygiene) with more confidence.	
<b>Expressive Art and Design</b>	I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	I can return to and build on my previous learning, refining ideas and I am developing my ability to represent them.	<p><b>Creating with Materials</b>  <i>I can safely use and explore a variety of materials, tools and techniques,</i></p>

			<p><i>experimenting with colour, design, texture, form and function.</i></p> <p>Explore a range of materials, including natural materials.</p> <p>Make objects from different materials including natural materials.</p> <p>Observe, measure and record how materials change when heated and cooled.</p> <p>Compare how materials change over time and in different conditions.</p>
	I can create collaboratively, sharing ideas, resources and skills.	I can watch and talk about performance art, expressing my feelings and responses	<i>I can share my creations, explaining the process they I used.</i>
	I can listen attentively, move and talk to music, expressing my feelings and responses	I can sing in a group or on my own, increasingly matching the pitch and following the melody	<i>I can make use of props and materials when role playing characters in narratives and stories.</i>
	I can develop storylines in my pretend play	I can explore and engage in music making and dance, performing on my own or in groups	<b><i>Being Imaginative and Expressive</i></b>
<i>I can invent, adapt and recount narratives and stories with peers and my teacher.</i>			
<i>I can sing a range of well-known nursery rhymes and songs.</i>			
			<i>I can perform songs, rhymes, poems and stories with others, and I try to move in time with music</i>
<b>Understanding the World</b>	I can talk about members of my immediate family and community	I can compare and contrast characters from stories, including figures from the past	<b><i>Past and Present</i></b>
	I can name and describe people who are familiar to me <i>Learn about how to take care of themselves</i>	I can draw information from a simple map	<i>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</i>
	I can comment on images of familiar situations in the past	I can understand that some places are special to members of their community.	<i>I understand the past through settings, characters and events encountered in books read in class and storytelling.</i>

	I can recognise that people have different beliefs and celebrate special times in different ways.	I can recognise some similarities and differences between life in this country and life in other countries.	<p><b>People and Communities</b>  <i>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p>
	<p>I can explore the natural world around them</p> <p>Explore the plants in the surrounding natural environment</p> <p>Explore animals in the surrounding natural environment</p>	<p>I can recognise some environments that are different to the one in which I live</p> <p>Name and describe animals that live in different habitats</p> <p>Describe different habitats</p>	<p><i>I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.</i></p>
	<p>I can describe what I see, hear and feel whilst outside</p> <p>Explore how the wind can move objects</p>	<p>I can understand the effect of changing seasons on the natural world around me</p> <p>Play and explore outside in all seasons and in different weather</p> <p>Observe living things throughout the year</p> <p>Explore shadows</p> <p>Explore rainbows</p>	<p><i>I can 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.</i></p>
	<p>Listen to sounds outside and identify the source</p> <p>Make sounds ( See EAD)</p>	<p>Explore how to change how things work.</p>	<p><b>The Natural World</b>  <i>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</i></p> <p><i>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</i></p> <p>Explore plants and animals in a contrasting natural environment</p> <p><i>I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</i></p> <p>Explore how objects move in water</p> <p>Learn about the Earth, Sun, Moon, planets and stars</p> <p>Learn about Space travel</p>

\*Statements are divided into terms to ensure complete curriculum coverage. However, many of the statements will be ongoing throughout the year.

Teachers will also be aware of the different needs of the children and will adjust their teaching to meet these needs.

*\*Statements in italics are Early Learning Goals.*

\*Statements in purple are taken from the Science Scheme [planassessment.com](http://planassessment.com)