

Reception Areas of Learning | Progression/Termly end points

		Autumn	Spring	Summer (ELG)
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Understand what to do with our bodies when listening '5 rules) Engage in story times as a class and join in repeated phrases of a familiar book/s Listen to and talk about selected stories to build familiarity and understanding (see Reading Spine) Listen carefully to rhymes and songs (see Reading Spine) Listens to non-fiction books and begin to understand that they contain information (see Reading Spine) 	<ul style="list-style-type: none"> Children can answer simple questions about texts read to them Articulate their ideas and thoughts in well-formed sentences Retell focus text (see Reading Spine) with the support of visual prompts/puppets Listens carefully to rhymes and songs; paying attention to how they sound Engage in non-fiction books to develop a familiarity with new knowledge and vocabulary linked to the texts 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Describe key events in some detail using speech that can be understood Learn new vocabulary linked to stories that have been read and the focus text Speech sound development (S&L NHS guidance): 	<ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives – and, but, because Use talk to help work out problems and organise thinking Explain how things work and why they might happen Use new vocabulary throughout the day, e.g. in teacher-led sessions, group sessions and in provision Speech sound development (S&L NHS guidance): 	<ul style="list-style-type: none"> 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. Speech sound development (S&L NHS guidance): 
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Have a knowledge of different emotions through story Begin to understand their brains through 'My Happy Mind' Express their feelings and begin to consider the feelings of others See themselves as unique 	<ul style="list-style-type: none"> Think about the perspectives of others in play and continue to consider others' feelings in play Identify and moderate their own feelings socially and emotionally 	<ul style="list-style-type: none"> 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 to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> Develop and demonstrate appropriate ways of being assertive Use the classroom environment with decreasing levels of adult support Begin to show an understanding of 'respect' and 'kindness' through the Citizenship award Follow rules without reminders from adults 	<ul style="list-style-type: none"> Develop the ability to manage their own needs and use the classroom independently With support, demonstrates resilience and perseverance in the face of challenge Is using the toilet independently 	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> Is using the toilet independently 		
	Building Relationships	<ul style="list-style-type: none"> Build constructive and respectful relationships with both children and adults 	<ul style="list-style-type: none"> Play regularly involves sharing and cooperating with friends and other peers Has a range of strategies to solve conflict in the classroom 	<ul style="list-style-type: none"> 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.
	Gross Motor Skills	<ul style="list-style-type: none"> Combine different movements with ease and fluency Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Progress towards a more fluent style of moving, being aware of obstacles Revise and refine fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) <p>PE lessons to focus on fundamental skills</p> <p>Autumn 1 – settling in and listening games Autumn 2 – Core strength</p>	<p>Gymnastics:</p> <ul style="list-style-type: none"> Confidently move around, under, over and through different objects and equipment Can co-ordinate movements Create a short sequence of movements Balance on a beam <p>Spring 2 Shadow dance & Gymnastics</p> <ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing Confidently use fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Negotiate space <p>Ball skills (games)</p> <ul style="list-style-type: none"> To show good control when using balls/small equipment demonstrating hand eye coordination on a large scale
	Fine Motor Skills	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. a paintbrush Show a preference for a dominant hand and begin to hold a pencil using a comfortable grip Independently learning how to use a knife and fork 	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is accurate and efficient Continue to develop small motor skills for trickier tools, e.g. scissors 	<ul style="list-style-type: none"> 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.
	Comprehension	<ul style="list-style-type: none"> Treat books carefully and demonstrates an understanding that we read from left to right, front to back Can talk about favourite stories Fills in the missing word or phrase in a known rhyme 	<ul style="list-style-type: none"> Predict what may happen next in a story Answer simple who/what/when/why questions about new and familiar books 	<ul style="list-style-type: none"> 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
	Word Reading	<ul style="list-style-type: none"> Read the majority of RWI set 1 sounds Blend VC and CVC words orally spoken to them 'Fred Talk' to read VC CVC sounds into words using known letter sounds Develop fluency by reading RWI set 1 sounds speedily 	<ul style="list-style-type: none"> Read all RWI set 1 sounds and some set 2 sounds (according to RWI group level) Read a few 'red words' matched to the RWI stage Reads simple phrases and sentences made up of words with known letter-sound correspondences 	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> Develop a love of reading 		
	Writing	<ul style="list-style-type: none"> Forms some lower-case letters correctly (in line with RWI sounds taught) Begin to spell words by identifying the sounds using 'Fred Fingers' and then writing the sounds with letters to form VC and CVC words Forms all letters in their name accurately 	<ul style="list-style-type: none"> Forms almost all lower-case letters (in line with RWI sounds taught) Write short phrases/sentences with words including known sounds Begin to develop an understanding of capital letters and full stops Re-read what they have written to check that it makes sense Begins to form all letters in their surname 	<ul style="list-style-type: none"> 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. Begin to form some capital letters (not in the EYFS framework but complete as appropriate)
Mathematics	Number	<ul style="list-style-type: none"> Regularly and reliably subitise numbers up to 3 Counts objects, actions and sounds up to at least 5 Link the number symbol (numeral) with its cardinal number value Have an understanding of ten frames and how they are used 	<ul style="list-style-type: none"> Regularly and reliably subitise numbers up to 5 Compare numbers using vocabulary including 'more than', 'less than', 'fewer', 'the same as' and 'equal to' Distribute items equally e.g. put 3 cakes on each plate Understand the 'one more than/one less than' relationship between consecutive numbers 	<ul style="list-style-type: none"> 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 Patterns	<ul style="list-style-type: none"> Verbally count to 10 Count backwards from 5 	<ul style="list-style-type: none"> Verbally count beyond 10 Explore the composition of numbers to 10 Explore number bonds for numbers 0-10 Begin to introduce odd numbers 	<ul style="list-style-type: none"> 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
	Spatial Awareness	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Begin to learn simple 2D shape names - square, triangle, rectangle, circle Continue, copy and create repeating patterns (AB, ABB) 	<ul style="list-style-type: none"> Show awareness of 3D shapes - recognise 2D shapes in 3D shapes Compare length, weight and capacity 	<ul style="list-style-type: none"> Confidently find and name simple 2D shapes Follow a simple pattern Use language associated with length, weight and capacity
	Past and Present	<ul style="list-style-type: none"> Have an understanding that some things happen in the past and talk about them, e.g. pictures of themselves in provision/Floor Books Through story/pictures, understand and comment about things that have happened in the past e.g. clothing worn, comparing traditional tale front covers 	<ul style="list-style-type: none"> Have an understanding that some things happen in the past and talk about them, e.g. pictures of themselves in provision/Floor Books Be able to talk about pictures of themselves as a baby and understand that this was the past and that they have changed Comment on the past, for example during History walk during Birkenhead park trip 	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> Begin to understand people's roles from the past, e.g. Guy Fawkes 		
	People, Culture and Communities	<ul style="list-style-type: none"> Talk about members of their immediate family and community, e.g. photographs for home corner, focus child photographs Talk about people familiar to them, including occupations and roles in society (see Book Spine) Firefighter, Postman/lady Be able to talk about where they live Show an understanding of celebrations, Harvest, Diwali, Christmas 	<ul style="list-style-type: none"> Show an understanding of celebrations, Chinese New Year, Easter Understand that some places are special to members of their community Talk about people familiar to them, including occupations and roles in society (see Book Spine) Recognise some similarities and differences between life in this country and life in Spain (country may change according to interests/children coming from different backgrounds) 	<ul style="list-style-type: none"> 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.
	The Natural World	<ul style="list-style-type: none"> Draw information from a simple map in Forest Schools Begin to locate some places in the immediate school environment, e.g. office, Forest School, Outdoor area Explore the natural world around them weekly and comment on changes Begin to understand there are different seasons and be able to talk about the current season Be able to discuss contrasting environments, e.g. polar regions and polar animals 	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside during weekly Forest School sessions Understand the effect of changing seasons on the natural world around them and reflect upon their learning of the seasons Begin to discuss routes and locations using words like 'in front' and 'behind' 	<ul style="list-style-type: none"> 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. To show an awareness that there are other countries in the UK/World (Saints Days and other learning) and recognise that these environments are different to the ones they live in
Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings in provision Create collaboratively sharing ideas, resources and skills Begin to show an understanding of making a plan before executing a creation 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Develop story lines in their pretend play using classroom resources 	<ul style="list-style-type: none"> 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 and Expressive	<ul style="list-style-type: none"> 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 (PE) Sing in a group or on their own, increasingly matching the pitch and following the melody (Charanga and Christmas songs) -See Book Spine for songs/rhymes/poems 	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups (Charanga) -See Book Spine for songs/rhymes/poems 	<ul style="list-style-type: none"> 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.