



PROGRESSION OF SKILLS RECEPTION



	RECEPTION AUTUMN TERM	RECEPTION SPRING TERM	RECEPTION SUMMER TERM	YEAR 1 LINKS
CL-LA&UoII	Follow everybody instructions Learn routines and follow them Good sitting, listening, and looking. Attend to a short story with out interrupting. Know when to speak and when to listen during group activities. Know a range of simple nursery rhymes. Copy a simple rhymes cat on a hat. Select a range of books to look at independently. Choose books to share with family.	Pay attention for longer periods - participate for 20-30mins Listen to a story/poem/information book comment on the moral or main characters. Start to understand the skills of a good listener. Have favourite songs. Act out parts of a well known story. Use story language in play. Once upon a time. Share books with friends using pictures to give meaning to text.	Pay attention for longer periods - participate for 30-45mins Listen to a story answering questions that illustrate understanding. Demonstrate understanding by asking questions to find out more. Listen carefully and know why its important to listen. Have a favourite story whose story line and characters you can explain to others with out use of the text. Use elements of well know stories to make play more interesting. Select books for a purpose either find information or enjoy a story.	Pay attention for longer periods -participate for 45-60mins
CL-SPEAKING	Responding to a social phrase Explaining their own experience Explain clearly thoughts and interests Start a conversation with their friends Acknowledge its two-stage process. Develop a new vocabulary-melt, dissolve, freeze, hypothesis Label the main elements of their actions. Use a pretending voice during role play. Correct enunciation (clear to both speaker and listener)	Pose a social phares such as how are you? What do you want to play? Explain own experience and answer questions posed. Add more detail to explanations. Ask questions in order to clarify thoughts. Talk in complete sentences. Enjoy using new vocabulary learnt at school as part of play. Talk through activities giving a commentary on what they are trying to achieve. Use changes in tone and volume when playing to emphasis a point.	Explain the meaning of new words learnt. When explaining use detail. Talk in more complex sentences using a range of connectives. Use talk to organise thoughts, explain and predict. Use intonation when reading. Use phrases from well know stories in role play and in writing. Speak or sing in new situations such as an assembly or play.	Speak with confidence in new situations such as an assembly or play.
SELF-REGULATION	Develop friendships Wait for short period to take a turn Understand the need for rules	Explain the rules to others Encourage friends to do the right thing.	Share their talents with the group. Use feeling vocabulary when playing with peers.	

	Soothe self after reassurance Talk about conflicts and solve them. Seek the support of an adult when needed Explain what they like to do best. Share happiness and sadness with a trusted adult.	Explain why they are proud of themselves. Develop a vocabulary that involves feelings words such as scared, angry, excited. Explain what calm means.	Have a range of strategies to help when they feel extreme emotion.	
MANAGING SELF	Settled and happy to come to school Confident to selecting activity of their choice. Use the toilet with simple reminders Wash hands Put on own coat Undress for PE. Be proud of their achievements. Identify a range of fruits and vegetables.	Looks forward to all/some aspects of school. Chooses a range of activities not just their favourites. Share their frustration when things are hard. identify what they need to work on to get better. Use bathroom limited reminders. Get ready for PE independently. Discuss what makes a fruit and vegetable healthy.	Understand that challenge equals deeper understanding. Invites challenge in their play. Manages own hygiene and dressed needs. Set own goals. Plan a healthy meal/plate explain why it is healthy. Explain why we need good dental hygiene and how it is achieved.	Does up buttons and laces.
BUILDING RELATIONSHIPS	Play with others Make a friend Build a positive relationship with adults Know how to be a friend Be aware of the needs of others Listen to adults. Know what kindness means. Identify how some one feeling from their expression.	Manage conflict and know when to ask for help. Listen to their close friends. Share with a small group of 2/3. Show kindness to close family. Explain how a character might be feeling during a story.	Leading play Making a group of friends Listen to a range of adults and friends. Share in larger group 15/30 Show kindness to class group. Discuss how a classmate is feeling during a difficult situation.	
GROSS MOTOR	Throw a ball Catch a bean bag Running Skills – rolling, crawling, walking jumping Vocabulary to describe movement- fast, slow, up, down Balance on simple low equipment Stand feet apart still for short periods.	Hopping Pass a ball of bean bag Running safety in and out of peers. Climb on play equipment Vocabulary to describe movement- backwards, forwards, side step Balance on higher equipment and on different body parts. Take rest times involving mindfulness.	Skiping Aiming to hit a target Catch a ball or bean bag Vocabulary to describe movement- left, right, turn, Balance and be still Use rest times to notice the sky, the sounds around them whilst being quiet. Twist, tilt, fall, bounce. Use balance bikes.	

	Take rest times Get out of breath Use wheelbarrow and prams Kick a ball Dance to music Circuit training Lining up and cuing for lunch.	Understand the need to get out of breath. Spin rock, slide Use scooters and bikes Hit a ball using a bat Kick a ball to peer. Obstacle races (made by children) Circuit training- increased intensity. Follow a dance routine such as wake and shake Use good table manners.	Play team games Use bats and balls in a game of tennis or cricket. Dance following a list of instructions. Yoga. Den building. Explain the importance of sleep. Explain the importance of exercise. Road safety. Oral hygiene- understand the need.	
FINE MOTOR	Dig in the garden Crawling Pulling up on ropes of bars Dough disco Use pencils Make shapes with pencils Write own name Write other words, mum, dad.. Make shapes on large paper Experiment with tools- scissors- snipping Tweezers, pipets, paintbrushes, knives and forks. Threading large beads Pour and fill Play with small world toys. Draw shapes and give meaning	Develop effective pencil grip Make letter shapes Use tripod grip in small activities Do own zip up Thread small beads on pipe cleaners Use spray bottle trigger Dress and undress a doll Cut out a shape Use play dough to make balls and sausages. Cook using adult utensils Sewing Draw pictures of family. Draw a face. Copy a word. Practice letter formation.	Use a knife and fork Thread beads on string. Manipulate clay. Draw pictures with increasing detail. Draw an animal. Copy a difficult word. Repeat letters to gain proficiency. Write a sentence with words of equal size. Write on a line. Write in a lined exercise book.	Join letters.
COMPREHENSION	Listen to a story and talk about the plot Name characters Explain what might happen next Use pictures to elicit meaning Increase story language vocab orally.	Predict what will happen next Explain characters actions with understanding of the text. Name simple genres Explain a moral of a tale. Action words said with feeling. Ask and answer questions about well know or new words. Create a story board.	Predict what will happen next using evidence from the text Explain the moral of the tale and relate to their own experience. Start to read with intonation and expression. Ask questions about texts of interest. Use no fiction books as a information source. Share story board without support.	

WORD READING	Know text has meaning Say letter sounds Read letters Segment and blend orally Segment and blend to read a word Read 3-5 red words Match a picture to a cvc word Identify words by their initial sounds Name rhyming words	Segment and blend to read cvc words Read 10-15 red words Read simple a caption Match a picture to a caption	Read sentences being aware of simple punctuation, using pictures clues and reading a range of red words. Use a range of strategies to work out unknow words.	
WRITING	Makes meaning with marks Write name Make letter shapes Write letter sounds Write initial sounds Plan a shared story using the knowledge of genres all ready experienced	Write CVC words and captions Start to use simple punctuation Write a sentence Use T4W actions Plan a range of shared stories i.e traditional tale, journey story Retell well known stories using own story board.	Write a sentence or paragraph Use capital letter Read own sentence back Spell red words correctly in a sentence. Use story language and T4W vocab. Retell a whole story with the use of own story board. Recreate own story using a story board, in the style of other texts learnt this year.	
NUMBER Recognise Subitise Values Symbols Patterns	Count 1:1 to 5 Recognise numerals to five Subitise to 3. Count in order to 10 Plays using number names and knowledge of values. Compare amounts and easily points out groups of more or less. Place value	Recognise numbers 1-10 Count 1:1 to 10 Subitise to 6 One more and one less to 5 Perficient in number bonds to 5 Recognises symbols + = Can speak a number sentence orally Understands the term ones Place value	Recognises numbers 1-20 Recites numbers beyond 20 Count 1:1 to 20 Subitise to 9 using numerals patterns. One more and one less to 10. Perficient in number bonds to 10 Recognises symbols + = & - and used then to create a number sentence Understands the term ones and tens Doubles Odds /evens	Recognises numbers beyond 20 Has an awareness of place value Counts in 2, 5 and 10's
Times table route way				
NUMERICAL PATTERNS	Build with shapes Compare differences in shapes Combine shapes Make simple patterns Describe using time related words. Use mathematical names 2D shapes Recognise number patterns to 5.	Follow instructions that include positional language. Describe a timeline of events using time related words. Track months, seasons and times of the day with confidence. Use mathematical names for 3D shapes.	Use positional language to give directions. Use mathematical names for 3D shapes. Recognise numicon patterns with no recall.	

		Recognise number patterns on dice and numicon with fast recall.		
PAST AND PRESENT	Know their own family Talk about who lives in their house Name their close relatives. Talk about things that are yet to happen Recall events from the past	Name family roles, dad, uncle... Compare their lives to those and say if they are the same or different. Predict what might happen next. Recall past events in order.	Investigate different objects that have evolved over time i.e. the telephone, computers. Look at photographs of life from different eras and compare and contrast using then and now as terminology.	
PEOPLE, CULTURE AND COMMUNITIES	Differences in life experiences Culture of our family Traditions how are they the same and different Awareness of different places in the world	Show and interest in culture that are different from their own. Recognise themselves as part of a community.	Ask questions to find out more about cultures that are different from their own. Name their community and share the town they live in.	
THE NATURAL WORLD	Awareness of different place in the world Know a hot or cold country and talk about what they would see there. Names animals and where you might see them, what they look like and how they are the same or different Comment on seasons and changes in the environment.	Tracks the seasons Sort animals to their habitats Name the different periods of life use their own vocabulary i.e. baby, child, adult... Discuss how to care for the world. Understand the need to recycle.	Attribute natural events to particular seasons. Find out about the life cycles of animals, plants and reptiles. Look closely at how their own bodies work, grow and change. Care for living creatures.	
CREATING WITH MATERIALS	Select a creative activity Use free flow creative materials Cut and join simple collages Complete a project with an idea in mind	Use different media to create.. paint, paper, playdough, straws... Learn a new skill and apply it independently.. snipping to make hair, plating.. Create using 3d objects	Create a 3d model with a clear purpose having designed in it advance.	
BEING IMAGINATIVE AND EXPRESSIVE	Pretend play Play in role Makes a story line Involves other in role play Sings and dances Happy too perform in front of others Express own interests using songs, music and materials	Leads role play using knowledge of characters in stories to act out. Know a range of songs and nursery rhymes by heart.	Lead simple games involved song and dance. Develop interactive role play involving a large group of peers.	