

Progression of knowledge and skills throughout Reception in the EYFS curriculum

Communication and Language (C&L)

When our children finish Reception we want them to have developed a 'love of reading' for fiction, non-fiction books and a wide range of genres. We want them to ask questions relevant to what they have heard, ask questions to clarify their understanding and achieve the Early Learning goals. We want them to be able to sing a large repertoire of songs including: One, Two Three, Four, Five, The Grand Old Duke of York, Wind the Bobbin Up, Ten Fat Sausages, Row, Row, Row your boat and Five Little Men in a Flying saucer.

Early Learning Goals:

ELG: Listening, Attention and Understanding

Children at the expected level of development will: -

- 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.

ELG: Speaking Children at the expected level of development will:

- 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.

Statutory Framework for the Early Years Foundation Stage 2021

Throughout Reception the children will be learning to:
• Understand how to listen carefully and why listening is important.

- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- 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.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

DFE Development Matters 2001)

How is it covered?

Communication and Language is interwoven into all elements of the EYFS in each term

Rich language environment

Listening and engaging in story time and non-fiction texts

Answering and asking why questions in whole class reading

Learning rhymes, poems and stories

Circle time

Jigsaw activities - Explicit teaching of new vocabulary in group reading sessions

Physical Development (PD)

When our children finish Reception we want them to have developed their gross and fine motor skills. We want them to be able to hold a pencil effectively and be able to move in a variety of different ways.

Early Learning Goals:

Gross Motor Skills

Children at the expected level of development will:

- 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.

Fine Motor Skills

Children at the expected level of development will:

- 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

Statutory Framework for the Early Years Foundation Stage 2021

Throughout Reception the children will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.

- 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, sport and swimming.
- 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 spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- 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.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

(DFE Development Matters 2001)

How is it covered?

Autumn: Explore travelling in different directions changing speed and movement to avoid obstacles by crawling, running, walking, skipping, hopping and jumping Roll and stop balls Begin to throw and catch the same object (bibs, bean bags, then balls)

Spring: Demonstrate good balance when travelling under, across and over objects Jump from equipment landing safely on two feet Combine movements to music Throw objects at targets with increasing accuracy

Summer: Develop speed when running
 Show control over a ball when using their feet.
 Pass a ball to a partner
 Develop jumping technique to jump further

Personal, Social and Emotional Development (PSED)

When our children finish Reception we want them to be happy, confident and independent learners. We want them to be able to manage their own personal needs and have a good understanding of right and wrong and be able to dress and undress themselves independently.

Early Learning Goals:

Self-Regulation

Children at the expected level of development will:

- 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 Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Throughout Reception the children will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs (personal hygiene).
- 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.

(DFE Development Matters 2001)

How is it covered?

PSED is interwoven into all elements of the EYFS in each term

Learning about ourselves and their feelings.

Dialogic stories

Circle time

Planned opportunities for collaborative learning in Continuous Provision

Literacy

When our children finish Reception they should be able to write recognisable letters and be able to spell words by sounding them out. They should also have made good progress in phonics therefore they can read simple sentences and books matched to their phonics ability. Children should also have a good understanding of stories that have been read to them.

Early Learning Goals:

Comprehension

Children at the expected level of development will:

- 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

Children at the expected level of development will: -

- 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.

Writing

Children at the expected level of development will:

- 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.

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Throughout Reception the children will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

(DFE Development Matters 2021)

How is it covered?

Ongoing throughout the year:

Daily Phonic sessions in small groups

Reading in small groups daily

Regular 1-1 reading of common exception words and blending

Pupils have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision

Follow Hamilton Trust Literacy scheme for Reception:

Autumn: Fiction texts in whole-class reading

Learn to recognise, say and blend new sounds during daily phonic session

Begin to read words and short sentences

Spring: Fiction and poems in whole-class reading

Be able to read confidently short books and write a range of letters, words and some short sentences.

Summer: Fiction and Non-fiction in whole-class reading

Write some sentences, with some correct punctuation.

Mathematics

When our children finish Reception they should have a deep understanding of numbers to 10 and be able to subitise to 5. They should also be able to rote count and understand numerical patterns.

Early Learning Goals:

Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number; 14
- 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

Children at the expected level of development will:

- 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.

Statutory Framework for the Early Years Foundation Stage 2021

Throughout Reception the children will be learning to:

- Count objects, actions and sounds.

- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

(DFE Development Matters 2021)

How is it covered?

Autumn

Number:

Match & Sort

Compare Amounts

Measure, Shape and Spatial Thinking:

Compare, Size, Mass & Capacity

Exploring Pattern

Number:

Representing 1, 2 & 3

Comparing 1, 2 & 3

Composition of 1, 2 & 3

Measure, Shape and Spatial Thinking

Circles & Triangles

Positional Language

Number:

Representing numbers to 5

One more and less

Measure, Shape and Spatial Thinking

Shapes with 4 sides

Time

Spring:

Number:

Introducing zero

Comparing numbers to 5

Composition of 4 & 5

Measure, Shape and Spatial Thinking

Compare Mass (2)

Capacity (2)

Number:

6, 7 & 8

Combining 2 amounts

Making pairs

Measure, Shape and Spatial Thinking

Length & Height
Time

Number:

Counting to 9 & 10

Comparing numbers to 10

Bonds to 10

Measure, Shape and Spatial Thinking

3d shapes

Spatial Awareness

Patterns

Summer

Number:

Building numbers beyond 10

Counting Patterns beyond 10

Spatial Thinking:

Spatial Reasoning (1)

Match, Rotate, Manipulate

Number:

Adding more

Taking away

Spatial Thinking:

Spatial Reasoning (2)

Compose and Decompose

Number:

Doubling

Sharing & Grouping

Even & Odd

Spatial Thinking:

Spatial Reasoning (3)

Visualise and Build

Understanding the World

When our children finish Reception they should have a good understanding and knowledge of the world around them and be able to discuss similarities and differences and talk about past and present events. They should have a good knowledge of our immediate environment and topics related to our local area.

Early Learning Goals:

People, Culture and Communities

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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

Statutory Framework for the Early Years Foundation Stage 2021

Throughout Reception the children will be learning to:
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- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

(DFE Development Matters 2021)

How is it covered?

Autumn:

Talk about members of their immediate family and describe them

Draw information on a simple map following a key

Continue and complete repeating patterns with signs of autumn

Autumn nature walk using their senses, leaf rubbings etc

Winter:

Discuss winter festivals from different religions and culture such as Diwali, Hanukkah and Christmas. List similarities and differences in the way these festivals are celebrated.

Go on winter walks and look at our natural environment. What things have changed?

Use photos to introduce children to the polar regions and discuss similarities and differences.

Spring:

Winter nature walk, signs of spring

Use directional language to follow a route in maths

Explore Chinese New Year and how it is celebrated and by who

Explore stories from around the globe and discuss similarities and differences - Africa - Kalahari Desert, Kenya South America - Amazon Rainforest, Europe - Scandinavia, Asia - China

Summer:

Discuss summertime and different activities that might happen in the summer

Focus on different environments when discussing holidays.

Provide holiday brochures, photos and books for children to make comparisons between environments.

Encourage children to describe what they see, hear and feel while outside.

Explore and investigate shadows and how they change throughout the day. Draw around objects that are set up and monitor the shadow's movements. · Take part in a summer nature scavenger hunt and create a mini seaside in the outdoor environment

Expressive Arts and Design

When our children finish Reception they should be able to use a variety of different media to create and build. To be confident to perform their own songs, music alongside their peers.

Early Learning Goals:

Creating with Materials

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Statutory Framework for the Early Years Foundation Stage 2021

Throughout Reception the children will be learning to:
<ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• 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.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups

(DFE Development Matters 2021)

How is it covered?

Take part in a weekly music lesson via Charanga music

Sing rhymes and songs daily

Construct with a purpose in mind, but be able to revisit it to improve and reflect

Act out own stories developed by themselves