## Progression Document 2022/2023 PRIME AREAS

## Communication and Language Progression Listening, Attention and Understanding

		Listeining,	Attention and onac	or occurrently		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To understand how	To engage in story	To ask questions to	To re-tell a story	To understand	To have	Listening attention
to listen carefully	times, joining in with	find out more		questions such as	conversations with	and understanding
	repeated phrases and		To follow a story	who, what, where,	adults and peers	Children at the
To understand why	actions	To begin to	without pictures or	when, why and how	with back and forth	expected level of
listening is		understand humour	props		exchanges	development will: -
important	To begin to					Listen attentively and
	understand how and	To understand a	Is able to show			respond to what they
To be able to follow	why questions	range of complex	variability in			hear with relevant
instructions		sentence structures	listening behaviour			questions, comments
	To respond to					and actions when
Begins to listen to	instructions with	Begins to show	Is able to indicate			being read to and
others in one to one	more than one step	variability in listening	two channelled			during whole class
or small groups,		behaviour	attention			discussions and small
when conversations	Listens to others in					group interactions -
interest them	one to one or small	Begins to indicate two				Make comments
	groups, when	channelled attention				about what they have
Begins to listen to	conversations interest					heard and ask
familiar stories with	them	Shows a good				questions to clarify
increasing attention		understanding of				their understanding; -
and recall	Listens to familiar	prepositions				Hold conversation
	stories with increasing					when engaged in
Begins to focus	attention and recall					back-and-forth
attention, can listen						exchanges with their
and do	Focuses attention, can					teacher and peers.
	listen and do					
	Begins to understand					
	prepositions					

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			Speaking			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To talk in front of a	To answer questions	To develop the	To share their work	To link statements	To talk to different	Speaking
small group	in front of the whole	confidence to talk to	to the class-	and stick to a main	adults around the	Children at the
	class	other adults they see	standing up at the	theme	school	expected level of
To talk to class		on a daily basis	front			development will: -
teacher and TA	To use new			To use talk to	To talk about why	Participate in small
	vocabulary	To talk in sentences	To use new	organise, sequence	things happen	group, class and one-
To learn new	throughout the day	using conjunctions	vocabulary in	and clarify thinking,		to-one discussions,
vocabulary		e.g. and, because	different contexts	ideas, feelings and	To talk in sentences	offering their own
	Uses more complex			events	using a range of	ideas, using recently
Beginning to use	sentences to link	Is able to use talk to	To engage in non-		tenses	introduced
more complex	thoughts using	explain what is	fiction books	Extends vocabulary,		vocabulary; - Offer
sentences to link	connectives	happening and		especially by		explanations for why
thoughts using		anticipate what might	Is able to use a	grouping and		things might happen,
connectives	Begin to use talk to	happen next	range of tenses	naming, exploring		making use of
	explain what is			the meaning and		recently introduced
	happening and	Beginning to use a	Talks extensively	sounds of new		vocabulary from
	anticipate what might	range of tenses	about things that are	words		stories, non-fiction,
	happen next		important to them			rhymes and poems
				Uses language to		when appropriate; -
	Beginning to use a			imagine and		Express their ideas
	range of tenses			recreate roles and		and feelings about
				experiences in play		their experiences
				situations		using full sentences,
						including use of past,
						present and future
						tenses and making
						use of conjunctions,
						with modelling and
						support from their
						teacher.

		Self-regulation			
Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To talk about how they are feeling  To begin to consider the feelings of	To focus during longer whole class lessons  To follow two step instructions	To identify and moderate their own feelings socially and emotionally	To control their emotions by using a range of techniques  To set a target and	To maintain focus during extended whole class teaching  To follow	Self regulation Children at the expected level of development will: - Give focused
others]]To adapt behaviour to a range of situations		To consider the feelings and needs of others	reflect on progress throughout	instructions of three or more steps	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 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
t t	To talk about how they are feeling  To begin to consider the feelings of others]]To adapt behaviour to a range	To talk about how they are feeling To focus during longer whole class lessons  To begin to consider the feelings of others]]To adapt behaviour to a range	Autumn 2 Spring 1 Spring 2  To talk about how hey are feeling whole class lessons To identify and moderate their own feelings socially and emotionally instructions  To follow two step instructions  To consider the feelings and needs	Autumn 2 Spring 1 Spring 2 Summer 1  To talk about how hey are feeling whole class lessons whole class lessons  To follow two step instructions  To follow two step others]]To adapt behaviour to a range whole class lessons  To follow two step instructions  Spring 2 Summer 1  To control their emotions by using a range of techniques of the target and reflect on progress throughout	Autumn 2 Spring 1 Spring 2 Summer 1 To focus during longer whole class lessons whole class lessons To follow two step instructions  Autumn 2 Spring 1 Spring 2 Summer 1 To control their emotions by using a range of techniques whole class teaching to set a target and pehaviour to a range of the feelings and needs  Summer 1 To maintain focus during extended whole class teaching to moderate their own feelings socially and emotionally are flect on progress instructions of three feelings and needs  Summer 1 To maintain focus during extended whole class teaching to set a target and reflect on progress instructions of three or more steps

	riapiode Church of England i	, , -	Managing self			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To wash hands	To develop class rules	To begin to show	To develop	To identify and	To understand the	Managing self
independently	and understand the	resilience and	independence when	name healthy foods	importance of	Children at the
	need to have rules	perseverance in the	dressing and		healthy food choices	expected level of
To put coat and		face of challenge	undressing for	To manage own		development will: -
socks on	To change clothing		activities such as	basic needs	To show resilience	Explain the reasons
independently	and shoes	To practice doing up a	getting changed into	independently	and perseverance in	for rules, know right
	independently,	zipper	different clothes,		the face of challenge	from wrong and try to
To get changed in	including putting on		changing shoes and			behave accordingly
and out of clothes	their own coat	To practice doing up	playing dress up in		To show a 'can do'	
with support		buttons	the home corner.		attitude	
	To have the					
To explore different	confidence to try new	To practice doing up				
areas within the	activities	buckles				
EYFS environment						

24,711	napiode Church of England i	•	uilding relationships	S		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To seek support of	To play with children	To begin to work as a	To listen to the ideas	To work as a group	To have confidence	Building relationships
adults when needed	who are playing with	group with support	of other children		to communicate	Children at the
	the same activity		and agree on a	To begin to develop	with adults around	expected level of
To gain confidence		To use taught	solution and	relationships with	the school	development will: -
to speak to peers	To begin to develop	strategies to support	compromise	other adults around		Work and play
and adults	friendships	turn taking		school	To have strong	cooperatively and
			Develops particular		friendships	take turns with
	To have positive		friendships and			others; - Form
	relationships with		understands			positive attachments
	EYFS staff		different points of			to adults and
			view			friendships with
	Enjoys playing alone,					peers; - Show
	alongside and with					sensitivity to their
	others					own and to others'
	lavitas athons into					needs.
	Invites others into					
	play and attempts to					
	join in with others					

	napione charen of England	,	development Prog	ression		
			Gross Motor			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To move safely in a	To balance	To roll and track a ball	To create short	To use counting to	To develop accuracy	<u>Gross motor</u>
space To stop safely			sequences using	help to stay in time	when throwing and	Negotiate space and
	To run and stop To	To develop accuracy	shapes, balances	with the music when	practise keeping	obstacles safely, with
To develop control	change direction	when throwing to a	and travelling	copying and creating	score	consideration for
when using		target	actions	actions		themselves and
equipment To follow	To jump To hop				To follow	others. Demonstrate
a path and take		To dribble using	To balance and	To move safely with	instructions and	strength, balance and
turns	To explore different	hands	safely use apparatus	confidence and	move safely when	coordination when
	ways to travel using			imagination,	playing tagging	playing. Move
To work	equipment	To throw and catch	To jump and land	communicating	games	energetically, such as
cooperatively with a		with a partner	safely from a height	ideas through		running, jumping,
partner				movement	To learn to play	dancing, hopping,
		To dribble a ball using	To develop rocking		against an opponent	skipping and climbing.
		feet To kick a ball to a	and rolling	To explore		
		target		movement using a	To play by the rules	
			To explore traveling	prop with control	and develop	
			around, over and	and coordination	coordination	
			through apparatus			
				To move with	To explore striking a	
			To create short	control and	ball and keeping	
			sequences linking	coordination,	score	
			actions together and	expressing ideas		
			including apparatus	through movement	To work	
					cooperatively as a	
				To move with	team	
				control and		
				coordination,		
				copying, linking and		
				repeating actions		

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				To remember and		
				repeat actions,		
				exploring pathways		
				and shapes		
			<b>Fine Motor</b>			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To use a dominant	To begin to use	To use a tripod grip	To hold scissors	To hold scissors	To hold scissors	Fine motor
hand	anticlockwise	when using mark	correctly and cut out	correctly and cut out	correctly and cut	Hold a pencil
	movement and	making tools	large shapes	small shapes	various materials	effectively in
To mark make using	retrace vertical lines					preparations for
different shapes		To hold scissors	To write letters	To copy letters using	To create drawings	fluent writing- using
	To hold scissors	correctly and cut	using the correct	a lead in and lead	with details	the tripod grip in
To begin to use a	correctly and cut	along a curved line	letter formation and	out		almost all cases. Use a
tripod grip when	along a straight and		control the size of		To copy letters using	range of small tools
using mark making	zigzagged lines	To thread small beads	letters	To paint using	a lead in and lead	including scissors,
tools				thinner paintbrushes	out	paintbrushes and
	To use a tripod grip	To use small pegs				cutlery. Begin to show
To use tweezer to	when using mark				To independently	accuracy and care
transfer objects	making tools	To write taught letters			use a knife, fork and	when drawing.
		using correct			spoon to eat a range	
To thread large	To accurately draw	formation			of meals	
beads	lines, circles and					
	shapes to draw					
To use large pegs	pictures					
To begin to copy	To write taught letters					
letters	using correct					
	formation					
To hold scissors						
correctly and	To begin to hold a					
make snips in paper	knife correctly and					
	use to cut food with					
To hold a fork and	support To use tap					
spoon correctly	and pin					

SPECIFIC AREAS	
<b>Reading Progression</b>	ì

			Comprehension			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To enjoy stories	To engage in story	To act out stories	To retell a story	To begin to answer	To answer questions	Listening, attention
	times, joining in with			questions	about what they	and understanding
To use pictures to	repeated phrases and	To begin to predict	To follow a story	about what they	have read	Children at the
tell stories	actions	what may happen in	without pictures of	have read		expected level of
		the story	prompts		To know that	development will: -
To sequence familiar	To begin engage in			To use vocabulary	information can be	Listen attentively and
stories	extended	To suggest how a	To talk about the	that is influenced by	retrieved from	respond to what they
	conversations about	story might end	characters in the	their experience of	books	hear with relevant
To independently	stories, learning new		books they are	books		questions, comments
ook at a book,	vocabulary.	To engage in	reading		To engage in	and actions when
nolding them the		extended		To engage in	extended	being read to and
correct way and	To begin to answer	conversations about	To engage in	extended	conversations about	during whole class
curning the pages	questions about the	stories, learning new	extended	conversations about	stories, learning new	discussions and small
	stories being read to	vocabulary.	conversations about	stories, learning new	vocabulary.	group interactions -
	them		stories, learning new	vocabulary.		Make comments
			vocabulary.			about what they have
	To enjoy an increasing					heard and ask
	range of books,					questions to clarify
	including fiction, non-					their understanding;
	fiction, poems and					Hold conversation
	rhymes (see reading					when engaged in
	spine)					back-and-forth
						exchanges with their
						teacher and peers.
						Comprehension:
						Demonstrate
						understanding of
						what has been read to

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								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							
	utumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
_	n understand		derstand the 5	To recognise sounds	To recognise sounds	To recognise sounds	To read simple	Word Reading
	ey concepts	-	oncepts about	taught in set 1 and	taught in set 1 and	taught in set 1 and 2	phrases and	Children at the
about p		print:		begin to learn some	begin to learn some	(RWI)	sentences made up	expected level of
	Print has	•	Print has	sounds from 2 (RWI)	sounds from 2 (RWI)		of words with	development will: -
	meaning		meaning			To recognise and	known letter-sound	Say a sound for each
	Print can	•	Print can have	To blend sounds into	To recognise and	read tricky words	correspondences	letter in the alphabet
	have		different	words.	read tricky words	taught in sentences.		and at least 10
	different		purposes		taught in sentences.		To recognise sounds	digraphs; - Read
-	purposes	•	We read	To recognise and read		To blend sounds into	taught in set 1 and 2	words consistent with
	We read		English text	tricky words taught in	To recognise	words with fluency,	(RWI)	their phonic
	English text		from left to	sentences.	diagraphs and	including words with	T	knowledge by sound
	from left to		right and top	T	trigraphs taught	diagraphs, trigraphs	To recognise and	blending; - Read aloud
	right and top		to bottom	To recognise	Ta mand 22	and word endings.	read tricky words	simple sentences and
	to bottom	•	The names of	diagraphs and	To read words with	To mand la como	taught in sentences.	books that are
	The names of		different parts	trigraphs taught	diagraphs and	To read longer	<b>T</b> . bl	consistent with their
	different		of the book		trigraphs in	words	To blend sounds into	phonic knowledge,
							words at speed,	including some

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parts of the	<ul><li>Page</li></ul>	To read words with	To develop fluency	To read longer	including words with	common exception
book	sequencing	diagraphs and	in reading	sentences.	diagraphs, trigraphs	words.
<ul><li>Page</li></ul>		trigraphs in			and word endings.	
sequencing	To develop their		To begin to read	To read books		
	phonological	To begin to develop	words with word	matching their	To read longer	
To begin to develop	awareness, so that	fluency in reading	endings	phonics ability	words	
their phonological	they can:					
awareness, so that	<ul> <li>Spot and</li> </ul>	To begin to read	To read books		To fluently read	
they can:	suggest	longer words	matching their		longer sentences	
<ul> <li>Spot and</li> </ul>	rhymes		phonics ability			
suggest	<ul> <li>Count or clap</li> </ul>	To read books			To read books	
rhymes	syllables in a	matching their			matching their	
<ul> <li>Count or clap</li> </ul>	word	phonics ability			phonics ability	
syllables in a	<ul> <li>Recognise</li> </ul>					
word	words with the				Re-read books to	
<ul> <li>Recognise</li> </ul>	same initial				build on their	
words with	sound				confidence in	
the same					reading, their	
initial sound	To recognise and read				fluency,	
	all set 1 sounds (RWI)				understanding and	
To recognise their					enjoyment	
name	To recognise taught					
	tricky words					
To recognise and						
read set 1 single	To blend sounds					
sounds (RWI)	together to read					
	words using the					
To recognise taught	sounds that have					
tricky words	been taught					
To begin to blend	To begin reading					
sounds together to	captions and					
read words using the	sentences using					
	taught sounds					

sounds that have	To read books					
been taught	matching their					
	phonics ability					
	<del>,</del>	<u>'</u>	Writing Progression		<del>,</del>	<del>,</del>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To use a dominant	To begin to use anti-	To use a tripod grip	To form lower case	To form lower case	To have establishes	Writing
hand	clockwise movement		correctly and some	correctly and some	a fluent handwriting	Children at the
	and retrace vertical	To form lower case	capital letters	capital letters	style	expected level of
To mark make using	lines	letters correctly and				development will: -
different shapes		begin to form some	To write simple	To write letters	To form lower case	Write recognisable letters, most of which
	To use a tripod grip	capital letters	sentences with	using the correct	correctly and some	are correctly formed; -
To begin to use a	when using mark		support to use using	formation and	capital letters	Spell words by
tripod grip when	making tools	To write taught letters	a capital letter,	control of the size of		identifying sounds in
using mark making		using correct	finger spaces and a	letters	To write letters	them and representing
tools	To accurately draw	formation	full stop		using the correct	the sounds with a letter
	lines, circles and			To write words	formation and	or letters; - Write simple
To begin to copy	shapes to draw	To write CVC words	To write letters	independently using	control of the size of	phrases and sentences
letters	pictures	with little support	using the correct	phonics taught	letters	that can be read by
		using taught sounds	formation and			others.
To write initial	To use the correct		control of the size of	To begin to write	To write words	
sounds	letter formation of	To begin to write	letters	longer words	independently using	Fine Motor
	letters taught	simple sentences with			phonics taught	Children at the
To use some of their		support	To spell taught tricky	To write simple		expected level of development will: - Hold
print and letter	To write initial sounds		words correctly	sentences with	To write longer	a pencil effectively in
knowledge in their		To confidently write		support to use using	words	preparation for fluent
early writing	To write CVC words	their name	To write CVC words	a capital letter,		writing – using the
	using taught sounds		with little support	finger spaces and a	To write longer	tripod grip in almost all
To write some or all		Hears, says and writes	using taught sounds	full stop with	sentences with	cases; - Use a range of
of their name	To use some of their	initial sounds in words		independence	support to use using	small tools, including
	print and letter	independently	To label pictures and		a capital letter,	scissors, paint brushes
Ascribes meaning to	knowledge in their		images		finger spaces and a	and cutlery; - Begin to
the marks they make	early writing					show accuracy and care
						when drawing.

		To spell some tricky		To label pictures and	full stop with	
To begin to write	To write some or all of	words correctly		images	independence	
CVC words using	their name			independently		
taught sounds					To label pictures and	
	Sometimes gives			To spell taught tricky	images	
	meaning to their			words correctly	independently	
	drawings and					
	paintings			To begin to read	To spell taught tricky	
				their work back to	words correctly	
	Ascribes meaning to			check it makes sense		
	the marks they make				To read their work	
					back to check it	
					makes sense	
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## Understanding the world Progression Past and present

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To know about my	To know about figures	To talk about the lives	To know some	To talk about the	To know how I have	Past and Present
own life-story	from the past (family)	of the people around	similarities and	lives of the people	changed	Talk about the lives of
		us.	differences between	around us.		the people around
To know how I have	To talk about the lives		things in the past		To talk about the	them and their roles
changed	of the people around	To talk about the lives	and now, drawing	To talk about the	lives of the people	in society. Know some
	us. (family)	of the people around	on experiences and	lives of the people	around us.	similarities and
To talk about the		us.	what has been read	around us.		differences between
lives of the people	To know that the		in class		Remembers and	things in the past and
around us.	emergency services			To know some	talks about	now, drawing on their
	exist and what they		To know about	similarities and	significant events in	experience and what
Remembers and	do. (Aspirations)		figures from the past	differences between	their own	has been read in class.
talks about				things in the past	experience	Understand the past
significant events in	To know about the		To know about the	and now, drawing		through settings,
their own	past through settings,		past through	on experiences and	To talk about the	characters and events
experience	characters and events		settings, characters	what has been read	lives of the people	encountered in books
	encountered in books		and events	in class	around us.	read in class and
	read in class and story		encountered in	To know about the		storytelling.
	telling (families)			past through		

	Traplode Church of Eligiand i		books read in class	settings, characters	To talk about the	
			and storytelling	and events	lives of the people	
			and storytening	encountered in	around us.	
					around us.	
				books read in class	Ta lua avv a a usa	
				and storytelling	To know some	
					similarities and	
					differences between	
					things in the past	
					and now, drawing	
					on experiences and	
					what has been read	
					in class	
					To know about the	
					past through	
					settings, characters	
					and events	
					encountered in	
					books read in class	
					and storytelling	
		People	, culture and commi	unities		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
Knows some of the	Recognises and	Knows that other	Begin to their	Describes their	Describes their	People, culture and
things that make	describes special	children do not	immediate	immediate	immediate	communities
them unique, and	times or events for	always enjoy the	environment using	environment using	environment using	Children at the
can talk about some	family or friends	same things, and is	knowledge from	knowledge from	knowledge from	expected level of
of the similarities		sensitive to this	observation,	observation,	observation,	development will: -
and differences in	Shows interest in		discussion, stories,	discussion, stories,	discussion, stories,	Describe their
relation to friends or	different occupations	Knows about	non-fiction texts and	non-fiction texts and	non-fiction texts and	immediate
family	and ways of life	similarities and	maps;	maps;	maps;	environment using
	indoors and outdoors	differences between				knowledge from
Shows interest in		themselves and		Know some		observation,
the lives of people	Knows some of the	others, and among		similarities and		discussion, stories,
who are familiar to	things that make	families,		differences between		non-fiction texts and
them	them unique, and can			different religious		maps; - Know some

	talk about some of	communities, cultures	and cultural	similarities and
Enjoys joining in	the similarities and	and traditions	communities in this	differences between
with family customs	differences in relation		country, drawing on	different religious and
and routines	to friends or family		their experiences	cultural communities
	Begins to know some		and what has been	in this country,
	similarities and		read in class	drawing on their
	differences between			experiences and wha
	different religious and		Explain some	has been read in class
	cultural communities		similarities and	- Explain some
	in this country,		differences between	similarities and
	drawing on their		life in this country	differences between
	experiences and what		and life in other	life in this country an
	has been read in class		countries, drawing	life in other countries
			on knowledge from	drawing on
			stories, non-fiction	knowledge from
			texts and – when	stories, non-fiction
			appropriate – maps	texts and – when
				appropriate – maps.

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			The natural world			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
Begin to comment	Comments and asks	Describe what they	Knows about	Talks about the	Understand the	The natural world
and asks questions	questions about	see, hear and feel	similarities and	features of their	effect their	Children at the
about aspects of	aspects of their	whilst outside.	differences in	own immediate	behaviour can have	expected level of
their familiar world	familiar world such as		relation to places,	environment and	on the environment	development will: -
such as the place	the place where they	Understand the effect	objects, materials	how environments		Explore the natural
where they live or	live or the natural	of changing seasons	and living things	might vary from one	Explore the natural	world around them,
the natural world	world	on the natural world		another	world around them,	making observations
		around them.			making observations	and drawing pictures
Begin to understand	Begin to understand			Makes observations	and drawing	of animals and plants;
the effect their	the effect their	Developing an		of animals and	pictures of animals	- Know some
behaviour can have	behaviour can have	understanding of		plants and explains	and plants	similarities and
on the environment	on the environment	growth, decay and		why some things		differences between
		changes over time		occur, and talks	Know some	the natural world
	Talks about the			about changes	similarities and	around them and
	features of their own	Shows care and			differences between	contrasting
	immediate	concern for living		Know some	the natural world	environments,
	environment and how	things and the		similarities and	around them and	drawing on their
	environments might	environment		differences between	contrasting	experiences and what
	vary from one			the natural world	environments,	has been read in class;
	another	Looks closely at		around them and	drawing on their	- Understand some
		similarities,		contrasting	experiences and	important processes
		differences, patterns		environments,	what has been read	and changes in the
		and change in nature		drawing on their	in class	natural world around
				experiences and		them, including the
		Makes observations		what has been read	Understand some	seasons and changing
		of animals and plants		in class	important processes	states of matter.
		and explains why			and changes in the	
		some things occur,		Begin to understand	natural world	
		and talks about		the need to respect	around them,	
		changes		and care for the	including the	
				natural environment	seasons and	
				and all living things.		

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,		Use all their senses in hands-on exploration of natural materials.		Draw information from a simple map.	changing states of matter.  Understand the key	
		Talk about what they see, using a wide vocabulary.			features of the life cycle of a plant and an animal.	
		Plant seeds and care for growing plants.			Draw information from a simple map.	
			Technology			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons	To know how to operate simple equipment  To draw pictures on IWB and begin to change colours  To use the iPad to take pictures	To access, understand and interact with a range of technology within the Year R environment  To draw pictures on IWB, changing colour and pen size	To learn about esafety  To use the IWB, changing games and programmes	To explore how a Bee-Bot works  To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online  To use the BeeBots and program them to go forwards and backwards  To type their name using an Ipad or notebook	There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.

Rosie Day, W	Expressive Arts and Design Progression										
	Creating with materials										
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol					
To name colours	To use colours for a	To experiment with	To use a range of	To use some cooking	To know some	<u>Creating with</u>					
	particular purpose	different mark making	materials such as	techniques (Fruit	similarities and	<u>materials</u>					
To experiment with	(self portraits)	tools such as art	natural objects to	Kebab, Fruit	differences between	Safely use and explore					
mixing colours		pencils, pastels, chalk	make pieces of art	smoothies)	materials	a variety of materials					
	To share their					tools and techniques,					
To create simple	creations	To explore different	To share creations	To explore colour	To explore, use and	experimenting with					
representations of		techniques for joining	and talk about the	mixing in more	refine a variety of	colour, design,					
people and objects	To explore different	materials (Glue Stick,	process	detail, showing an	artistic effects to	texture, form and					
	techniques for joining	PVA, Masking Tape,		understanding of	express their ideas	function. Share their					
To draw and colour	materials (Glue Stick,	Tape)	To explore different	prime and specific	and feeling	creations, explaining					
with pencils and	PVA glue, tape)		techniques for	colours		the process they have					
crayons		To know how to work	joining materials		To share creations,	used. Make use of					
	To know how to work	safely and hygienically	(Glue Stick, PVA,	To plan what they	talk about process	props and materials					
To role play using	safely and hygienically	To use	Masking Tape, Tape,	are going to make	and evaluate their	when role playing					
given props and			Split Pins)	and verbalise or	work	characters in					
costumes	Show different			draw this		narratives and stories.					
	emotions in their		To make props and		To adapt work						
To explore different	drawings and		costumes for	To draw more	where necessary						
techniques for	paintings, like		different role play	detailed pictures of							
joining materials	happiness, sadness,		scenarios	people and objects	Develops their own						
(Glue Stick, PVA	fear, etc.				ideas through						
glue, tape)			To know how to	To manipulate	experimentation						
			work safely and	materials	with diverse						
To know how to	Explore colour and		hygienically		materials						
work safely and	colour mixing.			To create							
hygienically			To know the names	observational							
			of tools (paint brush,	drawings	Return to and build						
To use nonstatutory			pallet etc)		on their previous						
measures (spoons,				Return to and build	learning, refining						
cups)				on their previous	ideas and						
				learning, refining	developing their						

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To use different			ideas and	ability to represent	
construction			developing their	them.	
materials			ability to represent		
			them.		
			To use tools and		
			equipment correctly		
			equipment correctly		
			Ta		
			To experiment with		
			making paint using a		
			range of materials		
			To experiment with		
			how to create pieces		
			of art from a range		
			of materials		
			To learn about and		
			compare artists		
			Develops their own		
			ideas through		
			experimentation		
			with diverse		
			materials		

	haplode Church of England F	•	xpressive and imagi	native		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
Explores and learns how sounds and	Enjoys joining in with moving, dancing and	Taps out simple repeated rhythms	Taps out simple repeated rhythms	Taps out simple repeated rhythms	Taps out simple repeated rhythms	Being imaginative and expressive
movements can be changed  Continues to explore moving in a range of ways	ring games Sings familiar songs To perform a song in the Christmas Play	To join in with whole school singing assemblies  To create musical	To perform songs at the Easter Concert  To join in with whole school singing assemblies	Develops an understanding of how to create and use sounds intentionally	Develops an understanding of how to create and use sounds intentionally	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs,
To sing and perform nursery rhymes  To join in with whole school singing assemblies  To experiment with	To learn and perform a poem at the Christmas Concert  To join in with whole school singing assemblies  To pitch match	patterns using untuned instruments  To begin to create costumes and resources for role play  Notices what other children and adults do,	To associate genres of music with characters and stories  To associate genres of music with characters and stories  To move in time to music  To move in time to music  To move in time to music	Builds a collection of songs and dances  Makes music in a range of ways  To listen to poems and create their own	rhymes, poems and stories with others and (when appropriate) try to move in time with music.	
different instruments and their sounds  To talk about whether the like or dislike a piece of music  To create musical	To sing the melodic shape of familiar songs  To begin to build up a repertoire of songs	mirroring what is observed, adding variations and then doing it spontaneously  Engages in imaginative play based on own ideas or first-hand or peer	role play  Creates representations of both imaginary and real-life ideas, events, people and objects	routines  To join in with whole school singing assemblies  To act out well know stories	To join in with whole school singing assemblies  To create own compositions using tuned instruments	
patterns using body percussion  To use costumes and resources to act out narratives	To sing entire songs  To use costumes and resources to act out narratives	experiences.	Introduces a storyline or narrative into their play	To follow a musical pattern to play tuned instruments  To create narratives based around stores	To invent their won narratives, making costumes and resources	

Plays alongside other children who are engaged in the same theme	Engages in imaginative play based on own ideas or first-hand or peer		Responds imaginatively to art works and objects	Plays cooperatively as part of a group to create, develop and act out an imaginary	
	experiences.		Introduces a storyline or narrative into their play	idea or narrative	

<sup>\*\*</sup>To see maths progression, see separate document\*\*



## Reception Mathematics Long term Plan/Progression map 2022-2023 White Rose Adapted



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	mathemat relationsh apply this children w important mathemat mathemat	tically. Childing between understand will develope that the cutics including tics, look fo	grounding in dren should b n them and t ding - such as a secure bas urriculum inc ng shape, spa r patterns ar make mistak	be able to the patter s using ma e of know ludes rich ace and ma nd relation	count conf ns within th nipulatives ledge and v opportunit easures. It i	idently, denose numb inose numb including vocabulary ties for child is importan	velop a dee ers. By pro small pebb from whic dren to dee t that child	ep understa viding frequoles and ten h mastery ovelop their s dren develop	nding of the uent and value of frames for of matheman of positive and	e numbers ried oppor r organisin tics is built oning skills ttitudes an	to 10, the tunities to g counting . In addition across all dinterest.	build and g - on, it is areas of s in
	Gett	ing to knov	v you.		Just like me	e!		Its me 1,2,3	3!	Light and Dark		ark
Autumn	Opportuni introducin provision a the childre Key times routines. E continuou	of day, clas Exploring the s provision e do things	tling in, s of to know ss and ne inside and	• Company of thinking • Company of the company of t	Match and sompare and sompare and sompare and sompare and some and	nounts  d Spatial  ize, mass	• Complete C	epresenting omparing 1, omposition , shape and	of 1,2,3 I <b>Spatial</b> iangles iguage more	n • O Measure thinking: • SI • Ti • N • C	epresentir umbers to ne more, o , shape ar	5 one less nd Spatial n 4 sides time

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Spring	Alive in 5!	Growing 5,7,8	Building 9 and 10!	Consolidation
	Number:	Number:	Number:	Addressing any
	<ul> <li>Introducing zero</li> </ul>	• 6,7,8	<ul> <li>Counting to 9 and 10</li> </ul>	misconceptions and gaps in
	<ul> <li>Comparing numbers to 5</li> </ul>	<ul> <li>Combining 2 amounts</li> </ul>	<ul> <li>Comparing numbers to</li> </ul>	learning; planning to meet
	<ul> <li>Composition of 4 and 5</li> </ul>	<ul> <li>Making pairs</li> </ul>	10	the children's needs as an
	Measure, shape and Spatial	Measure, shape and Spatial	<ul> <li>Number bonds to 10</li> </ul>	individual cohort.
	thinking:	thinking:	Measure, shape and Spatial	
	<ul> <li>Compare mass (2)</li> </ul>	<ul><li>Length</li></ul>	thinking:	
	<ul> <li>Compare capacity (2)</li> </ul>	<ul><li>Height</li></ul>	<ul> <li>3D shapes</li> </ul>	
		• Time	<ul> <li>Spatial awareness</li> </ul>	
			<ul> <li>Patterns</li> </ul>	
Summer	To 20 and beyond!	First, then, now	Find my pattern	On the move.
	Number:	Number:	Number:	Number:
	<ul> <li>Building numbers</li> </ul>	<ul> <li>Adding more</li> </ul>	<ul> <li>Doubling</li> </ul>	<ul> <li>Deepening</li> </ul>
	beyond 10	<ul> <li>Take away</li> </ul>	<ul> <li>Sharing and grouping</li> </ul>	understanding,
	<ul> <li>Counting patterns</li> </ul>	Measure, shape and Spatial	<ul> <li>Odd and even numbers</li> </ul>	patterns and
	beyond 10	thinking:	Measure, shape and Spatial	relationships
	Measure, shape and Spatial	<ul> <li>Spatial reasoning (2)</li> </ul>	thinking:	Measure, shape and Spatial
	thinking:	• Compose and	<ul> <li>Spatial reasoning (3)</li> </ul>	thinking:
	<ul> <li>Spatial reasoning (1)</li> </ul>	decompose	<ul> <li>Visualise and build</li> </ul>	<ul> <li>Spatial reasoning (4)</li> </ul>
	<ul> <li>Match, rotate,</li> </ul>			<ul> <li>Mapping</li> </ul>
	manipulate			