Progression Document PRIME AREAS Communication and Language Progression Listening, Attention and Understanding						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**
To understand how to listen carefully To understand why listening is important To be able to follow instructions Begins to listen to others in one to one or small groups, when conversations interest them Begins to listen to familiar stories with increasing attention and recall Begins to focus attention, can listen and do	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step Listens to others in one to one or small groups, when conversations interest them Listens to familiar stories with increasing attention and recall	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures Begins to show variability in listening behaviour Begins to indicate two channelled attention Shows a good understanding of prepositions	To re-tell a story To follow a story without pictures or props Is able to show variability in listening behaviour Is able to indicate two channelled attention	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	**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.

	Focuses attention, can listen and do Begins to understand prepositions					
Speaking						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**
To talk in front of a small group To talk to class teacher and TA To learn new vocabulary Beginning to use more complex sentences to link thoughts using connectives	To answer questions in front of the whole class To use new vocabulary throughout the day Uses more complex sentences to link thoughts using connectives Begin to use talk to explain what is happening and anticipate what might happen next Beginning to use a range of tenses	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because Is able to use talk to explain what is happening and anticipate what might happen next Beginning to use a range of tenses	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books Is able to use a range of tenses Talks extensively about things that are important to them	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	**<u>Speaking</u>** 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

				experiences in play situations		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.
Self-regulation						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**
To recognise different emptions To understand how people show emotions To focus during short whole class activities To follow one step instructions	To talk about how they are feeling To begin to consider the feelings of others]]To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions by using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three or more steps	**Self regulation** Children at the expected level of development will: - 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

						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
Managing self						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**

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

Building relationships						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**
To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with EYFS staff Enjoys playing alone, alongside and with others	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise Develops particular friendships and understands different points of view	To work as a group To begin to develop relationships with other adults around school	To have confidence to communicate with adults around the school To have strong friendships	**<u>Building relationships</u>** 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.

	Invites others into play and attempts to join in with others					

Physical development Progression Gross Motor						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**
To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games	**<u>Gross motor</u>** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as

To work cooperatively with a partner		To throw and catch with a partner To dribble a ball using feet To kick a ball to a target	To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus	ideas through movement To explore movement using a prop with control and coordination To move with control and coordination, expressing ideas through movement To move with control and coordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team	running, jumping, dancing, hopping, skipping and climbing.
Fine Motor						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**

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

SPECIFIC AREAS Reading Progression						
Comprehension						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**
To enjoy stories To use pictures to tell stories To sequence familiar stories To independently look at a book, holding them the correct way and turning the pages	To engage in story times, joining in with repeated phrases and actions To begin engage in extended conversations about stories, learning new vocabulary. To begin to answer questions about the stories being read to them To enjoy an increasing range of books, including fiction, non-fiction, poems and	To act out stories To begin to predict what may happen in the story To suggest how a story might end To engage in extended conversations about stories, learning new vocabulary.	To retell a story To follow a story without pictures of prompts To talk about the characters in the books they are reading To engage in extended conversations about stories, learning new vocabulary.	To begin to answer questions about what they have read To use vocabulary that is influenced by their experience of books To engage in extended conversations about stories, learning new vocabulary.	To answer questions about what they have read To know that information can be retrieved from books To engage in extended conversations about stories, learning new vocabulary.	**<u>Listening, attention and understanding</u>** 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

	rhymes (see reading spine)					when engaged in back-and-forth exchanges with their teacher and peers. **<u>Comprehension:</u>** 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						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**
To begin understand the 5 key concepts about print: • Print has meaning • Print can have different purposes • We read English text from left to	To understand the 5 key concepts about print: • Print has meaning • Print can have different purposes • We read English text from left to	To recognise sounds taught in set 1 and begin to learn some sounds from 2 (RWI) To blend sounds into words. To recognise and read tricky words taught in sentences.	To recognise sounds taught in set 1 and begin to learn some sounds from 2 (RWI) To recognise and read tricky words taught in sentences. To recognise diagraphs and trigraphs taught	To recognise sounds taught in set 1 and 2 (RWI) To recognise and read tricky words taught in sentences. To blend sounds into words with fluency, including words with	To read simple phrases and sentences made up of words with known letter-sound correspondences To recognise sounds taught in set 1 and 2 (RWI)	**<u>Word Reading</u>** 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

right and top to bottom • The names of different parts of the book • Page sequencing To begin to develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound To recognise their name To recognise and read set 1 single sounds (RWI)	right and top to bottom • The names of different parts of the book • Page sequencing To develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound To recognise and read all set 1 sounds (RWI) To recognise taught tricky words	To recognise diagraphs and trigraphs taught To read words with diagraphs and trigraphs in To begin to develop fluency in reading To begin to read longer words To read books matching their phonics ability	To read words with diagraphs and trigraphs in To develop fluency in reading To begin to read words with word endings To read books matching their phonics ability	diagraphs, trigraphs and word endings. To read longer words To read longer sentences. To read books matching their phonics ability	To recognise and read tricky words taught in sentences. To blend sounds into words at speed, including words with diagraphs, trigraphs and word endings. To read longer words To fluently read longer sentences To read books matching their phonics ability Re-read books to build on their confidence in reading, their fluency, understanding and enjoyment	simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

To recognise taught tricky words To begin to blend sounds together to read words using the sounds that have been taught	To blend sounds together to read words using the sounds that have been taught To begin reading captions and sentences using taught sounds To read books matching their phonics ability					
Writing Progression						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**

To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To begin to copy letters To write initial sounds To use some of their print and letter knowledge in their early writing To write some or all of their name Ascribes meaning to the marks they make	To begin to use anti-clockwise movement and retrace vertical lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To use the correct letter formation of letters taught To write initial sounds To write CVC words using taught sounds To use some of their print and letter knowledge in their early writing To write some or all of their name	To use a tripod grip To form lower case letters correctly and begin to form some capital letters To write taught letters using correct formation To write CVC words with little support using taught sounds To begin to write simple sentences with support To confidently write their name Hears, says and writes initial sounds in words independently To spell some tricky words correctly	To form lower case correctly and some capital letters To write simple sentences with support to use using a capital letter, finger spaces and a full stop To write letters using the correct formation and control of the size of letters To spell taught tricky words correctly To write CVC words with little support using taught sounds To label pictures and images	To form lower case correctly and some capital letters To write letters using the correct formation and control of the size of letters To write words independently using phonics taught To begin to write longer words To write simple sentences with support to use using a capital letter, finger spaces and a full stop with independence To label pictures and images independently	To have establishes a fluent handwriting style To form lower case correctly and some capital letters To write letters using the correct formation and control of the size of letters To write words independently using phonics taught To write longer words To write longer sentences with support to use using a capital letter, finger spaces and a full stop with independence	**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. **Fine Motor** 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.

To begin to write CVC words using taught sounds	Sometimes gives meaning to their drawings and paintings Ascribes meaning to the marks they make			To spell taught tricky words correctly To begin to read their work back to check it makes sense	To label pictures and images independently To spell taught tricky words correctly To read their work back to check it makes sense	

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 own life-story To know how I have changed To talk about the lives of the people around us. Remembers and talks about significant events in their own experience	To know about figures from the past (family) To talk about the lives of the people around us. (family) To know that the emergency services exist and what they do. (Aspirations) To know about the past through settings, characters and events encountered in books	To talk about the lives of the people around us. To talk about the lives of the people around us.	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 figures from the past To know about the past through settings, characters and events	To talk about the lives of the people around us. To talk about the lives of the people around us. 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 how I have changed To talk about the lives of the people around us. Remembers and talks about significant events in their own experience To talk about the lives of the people around us.	**<u>Past and Present</u>** 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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books

	read in class and story telling (families)		encountered in books read in class and storytelling	To know about the past through settings, characters and events encountered in books read in class and storytelling	To talk about the lives of the people around us. 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	read in class and storytelling.
People, culture and communities						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines	Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Begins to 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	Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	Begin to their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Describes 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	Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	**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						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**
Begin to comment and asks questions about aspects of their familiar world such as the place where they live or the natural world Begin to understand the effect their behaviour can have on the environment	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Begin to understand the effect their behaviour can have on the environment Talks about the features of their own immediate environment and how	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Developing an understanding of growth, decay and changes over time Shows care and concern for living	Knows about similarities and differences in relation to places, objects, materials and living things	Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes Know some similarities and	Understand the effect their behaviour can have on the environment 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	**<u>The natural world</u>** 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

	environments might vary from one another	things and the environment Looks closely at similarities, differences, patterns and change in nature Makes observations of animals and plants and explains why some things occur, and talks about changes Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants.		differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Begin to understand the need to respect and care for the natural environment and all living things. Draw information from a simple map.	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. Understand the key features of the life cycle of a plant and an animal. Draw information from a simple map.	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.

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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.*

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 experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes	To use colours for a particular purpose (self portraits) To share their creations To explore different techniques for joining materials (Glue Stick, PVA glue, tape) To know how to work safely and hygienically	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use	To use a range of materials such as natural objects to make pieces of art To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)	To use some cooking techniques (Fruit Kebab, Fruit smoothies) To explore colour mixing in more detail, showing an understanding of prime and specific colours To plan what they are going to make and verbalise or draw this	To know some similarities and differences between materials To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work	***Creating with materials*** 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.

To explore different techniques for joining materials (Glue Stick, PVA glue, tape) To know how to work safely and hygienically To use nonstatutory measures (spoons, cups) To use different construction materials	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.		To make props and costumes for different role play scenarios To know how to work safely and hygienically To know the names of tools (paint brush, pallet etc)	To draw more detailed pictures of people and objects To manipulate materials To create observational drawings Return to and build on their previous learning, refining ideas and developing their ability to represent them. To use tools and equipment correctly To experiment with making paint using a range of materials To experiment with how to create pieces	To adapt work where necessary Develops their own ideas through experimentation with diverse materials Return to and build on their previous learning, refining ideas and developing their ability to represent them.	

				of art from a range of materials To learn about and compare artists Develops their own ideas through experimentation with diverse materials		
Being expressive and imaginative						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Gaol**

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

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

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
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.											
	Getting to know you.			Just like me!			Its me 1,2,3!			Light and Dark		
Autumn	Baseline Assessment. Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class and routines. Exploring the			**Number:** • Match and sort • Compare amounts **Measure, shape and Spatial thinking:** • Compare size, mass and capacity • Exploring pattern			**Number:** • Representing 1,2,3 • Comparing 1,2,3 • Composition of 1,2,3 **Measure, shape and Spatial thinking:** • Circles and triangles • Positional language			**Number:** • Representing numbers to 5 • One more, one less **Measure, shape and Spatial thinking:** • Shapes with 4 sides • Time • Measuring time		

	continuous provision inside and out. Where do things belong? Positional language.		• Finding one more • Finding one less • Addition and subtraction problem solving	• Calendars • Days of the week
Spring	Alive in 5!	Growing 5,7,8	Building 9 and 10!	Consolidation
	Number: • Introducing zero • Comparing numbers to 5 • Composition of 4 and 5 **Measure, shape and Spatial thinking:** • Compare mass (2) • Compare capacity (2)	**Number:** • 6,7,8 • Combining 2 amounts • Making pairs **Measure, shape and Spatial thinking:** • Length • Height • Time	**Number:** • Counting to 9 and 10 • Comparing numbers to 10 • Number bonds to 10 **Measure, shape and Spatial thinking:** • 3D shapes • Spatial awareness • Patterns	Addressing any misconceptions and gaps in learning; planning to meet the children's needs as an individual cohort.
Summer	To 20 and beyond!	First, then, now	Find my pattern	On the move.
	Number: • Building numbers beyond 10 • Counting patterns beyond 10 **Measure, shape and Spatial thinking:** • Spatial reasoning (1) • Match, rotate, manipulate	**Number:** • Adding more • Take away **Measure, shape and Spatial thinking:** • Spatial reasoning (2) • Compose and decompose	**Number:** • Doubling • Sharing and grouping • Odd and even numbers **Measure, shape and Spatial thinking:** • Spatial reasoning (3) • Visualise and build	**Number:** • Deepening understanding, patterns and relationships **Measure, shape and Spatial thinking:** • Spatial reasoning (4) • Mapping