

Reception to Year 1



CURRICULUM PROGRESSION MAP

DEVELOPMENT MATTERS → YEAR 1 / KEY STAGE 1

A practical map showing how skills developed through the Reception curriculum provide foundations for learning in Year 1.

ENGLISH - SPOKEN LANGUAGE

EYFS AREAS FEEDING INTO THIS: Communication & Language • PSED • Literacy • Expressive Arts & Design

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
- Listen carefully and understand why listening matters - Learn and use new vocabulary - Ask questions to find out more and check understanding	- attentive listening - questioning - vocabulary - clarification	Children move from listening and responding in familiar interactions towards using talk deliberately to learn, clarify and contribute.	- listen and respond appropriately - ask relevant questions - build vocabulary - take part in discussion
- Express ideas in well-formed sentences - connect ideas using a range of connectives - describe events in detail	- sentence construction - sequencing - describing - connecting ideas	Regular oral rehearsal gives children the language structures needed to explain experiences, knowledge and ideas across subjects.	- give descriptions, explanations and narratives - articulate ideas clearly - use spoken language to develop understanding
- Use talk to work out problems, organise thinking and explain how or why things happen - engage in back-and-forth conversation	- reasoning - explaining - problem-solving - turn-taking	Reception talk becomes a tool for thinking. In Year 1 this supports collaborative learning, reasoning and subject-specific explanation.	- maintain attention in collaborative conversations - build on others' contributions - speculate, hypothesise and explore ideas
- Retell familiar stories - use new vocabulary in different contexts - talk about fiction and non-fiction	- recalling - retelling - narrative language - knowledge-building	Repeated talk around texts strengthens comprehension, vocabulary and the ability to communicate knowledge.	- discuss texts and experiences - retell and explain - participate in role play, performance and presentations

ENGLISH - READING

EYFS AREAS FEEDING INTO THIS: Literacy • Communication & Language

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Read individual letters by saying their sounds • blend known sounds into short words • recognise taught letter groups	• grapheme-phoneme knowledge • blending • decoding	Children learn that written letters represent sounds and use this knowledge to work out words.	• apply phonics as the route to decoding • respond speedily to taught graphemes • blend unfamiliar words
• Read a small bank of common exception words • read simple phrases and sentences matched to taught phonics	• automatic word recognition • accuracy • sentence reading	Secure early decoding and recognition reduce the effort needed to access connected text.	• read common exception words • read words containing taught GPCs • read appropriately matched books accurately
• Re-read decodable books to develop confidence, fluency, understanding and enjoyment	• rereading • fluency • confidence • meaning	Rereading helps children move from effortful decoding towards more fluent reading while keeping meaning central.	• re-read books to build fluency and confidence • develop accurate and increasingly automatic word reading
• Listen to and talk about stories and non-fiction • retell familiar texts • learn and use vocabulary from books	• comprehension • retelling • prediction • vocabulary • background knowledge	Reception comprehension is built strongly through oral language and shared reading, preparing children to discuss increasingly complex texts.	• discuss stories, poems and non-fiction • link reading to experience • retell familiar stories • discuss word meanings • predict and explain

ENGLISH - WRITING & HANDWRITING

EYFS AREAS FEEDING INTO THIS: Literacy • Physical Development • Communication & Language

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
- Form lower-case and capital letters correctly - develop efficient pencil control through fine-motor and handwriting practice	- letter formation - pencil control - directionality - motor coordination	Physical readiness and accurate formation support the move towards more fluent transcription.	- sit and hold a pencil appropriately - form lower-case letters in the correct direction - form capitals and digits
- Hear sounds in words and represent them with letters - use known sound-letter correspondences to spell	- segmenting - phoneme-grapheme mapping - spelling	Children learn to turn spoken words into written forms using their growing phonic knowledge.	- spell words containing taught phonemes - apply taught spelling patterns - write from memory using known GPCs
- Compose and write short sentences using known correspondences - use a capital letter and full stop	- oral composition - sentence construction - transcription - punctuation awareness	Reception brings together talk, phonics and physical writing so children can record a complete idea.	- say a sentence before writing - compose and sequence sentences - begin to use spaces, capitals and sentence punctuation
- Re-read writing to check that it makes sense - write for meaningful purposes across provision	- rereading - meaning - audience - independence	Children begin to see writing as communication and to review whether their recorded message says what they intended.	- re-read writing for sense - discuss writing with others - read writing aloud - develop composition for different purposes

MATHEMATICS - NUMBER & NUMERICAL RELATIONSHIPS

EYFS AREAS FEEDING INTO THIS: Mathematics • Communication & Language

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
- Count objects, actions and sounds - connect number names, quantities and numerals - count beyond 10	- stable counting - one-to-one correspondence - cardinality - numeral recognition	Children build meaning for number before working with a larger number range.	- count to and across 100 - read and write numerals - represent numbers - identify one more and one less
- Subitise - compare numbers and quantities - notice the relationship between consecutive numbers	- quantity recognition - comparison - magnitude - number relationships	Seeing and comparing quantities supports flexible number sense rather than reliance on rote counting alone.	- compare and order quantities - use more/less/equal language - reason about number and place value
- Explore how numbers to 10 are composed - partition and recombine quantities - recall bonds within 5 and some to 10	- composition - decomposition - part-whole understanding - recall	Understanding parts and wholes provides a conceptual foundation for addition, subtraction and number facts.	- represent and use number bonds - add and subtract - solve one-step problems using objects and pictures
Explore doubles, equal groups, sharing, odd/even structures and patterns within number	- grouping - sharing - equal quantities - pattern spotting	Practical grouping and pattern experiences prepare children to notice multiplicative structures.	- count in 2s, 5s and 10s - solve simple multiplication and division problems using concrete and pictorial representations

MATHEMATICS - SHAPE, SPACE, PATTERN & MEASURE

EYFS AREAS FEEDING INTO THIS: Mathematics • Physical Development • Understanding the World

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Select, rotate and manipulate shapes • compose and decompose shapes	• spatial reasoning • visualisation • transformation • composition	Children learn to notice how shapes fit, turn and combine, building spatial reasoning beyond simply naming shapes.	• recognise and name common 2-D and 3-D shapes • describe position, direction and movement
• Continue, copy and create repeating patterns	• pattern recognition • prediction • rule-following • creation	Children learn to identify structure, predict what comes next and create a rule of their own.	• recognise and describe patterns and sequences within mathematical learning
• Compare length, weight and capacity through practical experiences	• comparing • estimating • measuring language • reasoning	Informal comparison gives meaning to measurement vocabulary before standard units and recording are introduced.	• compare, describe and solve practical measurement problems • begin to measure and record length, mass, capacity and time
• Use positional and directional language through movement, construction and everyday routines	• position • direction • orientation • spatial language	Embodied spatial language prepares children to describe movement and location more precisely.	• describe position, direction and movement, including turns

SCIENCE

EYFS AREAS FEEDING INTO THIS: Understanding the World • Communication & Language • Mathematics

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Explore the natural world • describe what is seen, heard and felt • ask questions and talk about observations	• observing • questioning • describing • vocabulary	Reception develops close noticing and curiosity. These become the core habits of early scientific enquiry.	• ask simple questions • observe closely • use observations and ideas to suggest answers
• Notice plants, animals and features of the local environment • compare what is encountered	• identifying • comparing • classifying • noticing similarities and differences	First-hand encounters build the vocabulary and knowledge children later use to identify, group and describe living things.	• identify and name common plants and animals • compare and classify using simple features
• Explore materials and changes through hands-on experiences • talk about what happens and why	• investigating • comparing properties • predicting • explaining	Manipulating materials gives children concrete experiences of properties and change before more systematic comparison.	• distinguish objects from materials • identify materials • describe and compare simple physical properties
• Notice seasonal change and its effect on the natural world	• observing over time • pattern noticing • change • chronology	Repeated observation across the year helps children recognise patterns that can be revisited systematically in KS1.	• observe changes across the four seasons • describe seasonal weather and changes in day length

HISTORY

EYFS AREAS FEEDING INTO THIS: Understanding the World • Communication & Language • Literacy

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Talk about family, community and familiar people • recognise that lives and roles can differ	• personal chronology • people and roles • similarity and difference	Children begin with their own lived experience before widening their understanding of people and life in the past.	• develop awareness of the past • use everyday historical vocabulary • compare ways of life
• Comment on images and artefacts showing familiar situations in the past	• observing sources • comparing • noticing change	Children learn that pictures, objects and stories can tell us something about earlier times.	• ask and answer questions using stories and other sources • identify similarities and differences between periods
• Compare characters and figures from stories, including people from the past	• recalling • comparing • discussing significance • vocabulary	Stories provide an accessible route into discussing real people, events, choices and change over time.	• learn about significant individuals and events • place people and events within a simple chronological framework
• Begin to sequence familiar events and use language linked to before, now and later	• sequencing • chronology • temporal language	Everyday chronology becomes the foundation for ordering events and understanding that the past has sequence and duration.	• use words and phrases relating to the passing of time • order events and people chronologically

GEOGRAPHY

EYFS AREAS FEEDING INTO THIS: Understanding the World • Communication & Language • Mathematics

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Draw information from simple maps • explore routes and representations of familiar places	• map reading • symbols • position • spatial awareness	Children learn that places can be represented from above and that maps communicate information about location.	• use maps, atlases and globes • use simple directional language • recognise landmarks and basic map features
• Talk about the immediate environment using observation, discussion, stories and images	• observation • place vocabulary • description • fieldwork habits	Close knowledge of the school and locality gives children a meaningful starting point for geographical enquiry.	• study the geography of the school and grounds • use first-hand observation • identify human and physical features
• Recognise similarities and differences between life and environments in this country and elsewhere	• comparison • place knowledge • cultural awareness	Comparing familiar and contrasting places helps children understand that environments and ways of life vary.	• compare a small area of the UK with a contrasting non-European area • develop knowledge of the wider world
• Describe weather and seasonal effects in the natural world	• weather observation • pattern noticing • descriptive vocabulary	Regular weather talk and observation prepare children to describe simple physical processes and patterns.	• identify seasonal and daily weather patterns • use basic human and physical geography vocabulary

ART & DESIGN

EYFS AREAS FEEDING INTO THIS: Expressive Arts & Design • Physical Development • Communication & Language

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Explore, use and refine artistic effects to express ideas and feelings	• experimenting • selecting • controlling media • expressing	Children learn that materials and techniques can be chosen and adapted to communicate an idea.	• use a range of materials creatively • develop drawing, painting and sculpture techniques
• Return to previous learning and refine ideas • develop ways to represent what is imagined or observed	• reviewing • refining • representing • decision-making	The process of revisiting and changing work develops the beginnings of an iterative creative process.	• develop and share ideas, experiences and imagination • explore colour, pattern, texture, line, shape, form and space
• Create collaboratively, sharing ideas, resources and skills	• collaboration • communication • combining techniques	Collaborative making develops language for choices, processes and responses to others' work.	• discuss creative work and make links between their own work and the work of artists, craft makers and designers
• Develop fine-motor control and accuracy when drawing and using tools	• control • precision • tool use • hand-eye coordination	Increasing physical control allows children to make more deliberate marks and manipulate a wider range of media.	• use tools and materials with increasing control across drawing, painting, sculpture and making

DESIGN & TECHNOLOGY

EYFS AREAS FEEDING INTO THIS: Expressive Arts & Design • Physical Development • Communication & Language • Mathematics

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Select and use materials, tools and joining methods to make and construct	• selecting • cutting • joining • shaping • constructing	Open-ended making develops practical knowledge of what tools and materials can do.	• select and use tools and equipment • choose materials and components according to their characteristics
• Develop an idea, make a representation and return to improve it	• planning • making • evaluating • adapting	Children begin to experience a simple design cycle: idea, make, notice, change.	• design purposeful products • generate and communicate ideas • evaluate products against simple criteria
• Build and combine resources, noticing stability, shape and how parts work together	• structural thinking • problem-solving • spatial reasoning	Construction play provides repeated experience of balance, strength, connection and purposeful design.	• build structures and explore how they can be made stronger, stiffer and more stable • explore simple mechanisms
• Talk about choices, processes and what could be changed	• explaining • evaluating • vocabulary • reflection	Talking through a make helps children connect intention with outcome and consider improvements.	• communicate design ideas • evaluate ideas and products • use practical and technical vocabulary

COMPUTING

EYFS AREAS FEEDING INTO THIS: Communication & Language • Mathematics • Understanding the World • PSED

Development Matters does not set out a discrete Reception computing curriculum. These are genuine cross-curricular foundations that can support later computing; they should not be treated as Reception computing objectives.

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
Follow, give and refine sequences of instructions in routines, movement and play	- sequencing - precision - logical thinking	Sequencing familiar actions builds an early understanding that order matters when instructions are followed.	- understand that algorithms are sequences of instructions - create and debug simple programs
Solve problems, notice patterns and change an approach when something does not work	- logical reasoning - pattern recognition - debugging behaviours	Trying, checking and changing an approach are transferable problem-solving behaviours used in early computing.	- use logical reasoning to predict behaviour - identify and correct simple errors
Encounter and use technology purposefully within everyday experiences	- purposeful use - cause and effect - digital confidence	Meaningful use helps children understand that digital tools can be used to create, communicate and retrieve information.	use technology purposefully to create, organise, store, manipulate and retrieve digital content
Learn routines for safe, respectful behaviour and know when to seek adult help	- safety - responsibility - help-seeking	Broader PSED and safeguarding foundations support later explicit online-safety teaching.	- use technology safely and respectfully - keep personal information private - know where to go for help

MUSIC

EYFS AREAS FEEDING INTO THIS: Expressive Arts & Design • Communication & Language • Physical Development

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Listen attentively to music and talk about feelings and responses	• listening • responding • musical vocabulary • attention	Focused listening helps children notice features, changes and patterns in sound.	• listen with concentration and understanding to a range of live and recorded music
• Sing alone and with others, increasingly matching pitch and following melody	• pitch • melody • memory • vocal control	Regular singing develops confidence, listening and control of the voice as an instrument.	• use voices expressively and creatively through songs, chants and rhymes
• Keep a beat, copy rhythms and respond physically to musical changes	• pulse • rhythm • coordination • pattern	Movement and rhythmic imitation build an embodied understanding of pulse and pattern.	• experiment with and combine sounds • perform simple musical ideas
• Explore music making and dance, creating and performing alone or in groups	• creating • performing • improvising • collaboration	Children move from exploration towards intentional choices about sound and movement.	• play tuned and untuned instruments musically • create, select and combine sounds

PHYSICAL EDUCATION

EYFS AREAS FEEDING INTO THIS: Physical Development • PSED • Expressive Arts & Design

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Refine fundamental movements including running, jumping, hopping, skipping, climbing and rolling	• locomotion • coordination • control • fluency	Reception gives children repeated practice of the fundamental movement patterns used throughout PE.	• master basic movements including running and jumping • develop balance, agility and coordination
• Develop strength, balance, coordination and agility • move with increasing control and grace	• stability • balance • body control • agility	Body control and physical confidence support more complex sequences and activities.	• apply balance, agility and coordination in increasingly challenging activities
• Refine ball skills including throwing, catching, kicking, passing, batting and aiming	• object control • accuracy • hand-eye coordination	Repeated ball experiences develop the control needed for games and cooperative activity.	• develop throwing and catching • participate in team games and begin to use simple tactics
• Move to music, copy and create movement patterns • work safely and cooperatively with others	• rhythm • sequencing • spatial awareness • cooperation	Creative movement and shared physical play prepare children for dance and group activity.	• perform dances using simple movement patterns • take part in cooperative and competitive physical activities

RELATIONSHIPS, HEALTH & LEARNING BEHAVIOURS

EYFS AREAS FEEDING INTO THIS: PSED • Communication & Language • Physical Development

Relationships and health education is statutory in primary schools, but it is not a National Curriculum subject. Schools may also teach PSHE. This section therefore shows continuity rather than claiming a single Year 1 National Curriculum programme.

DEVELOPMENT MATTERS Reception skill focus	THE SKILLS being developed	BUILDING THE BRIDGE	YEAR 1 / KS1 what this prepares for
• Build constructive relationships • cooperate, take turns and consider other perspectives	• relationships • empathy • collaboration • turn-taking	Children learn the social behaviours needed to participate successfully in a larger, increasingly structured learning community.	• develop positive relationships • understand rules and responsibilities • work cooperatively with others
• Identify and moderate feelings • show resilience and perseverance when challenged	• self-regulation • resilience • reflection • coping strategies	Children develop strategies that help them remain engaged when learning becomes difficult or unfamiliar.	• manage feelings and behaviour • develop confidence and independence • sustain engagement in increasingly formal learning
• Manage personal needs and routines with increasing independence	• self-care • responsibility • organisation • independence	Everyday independence frees children to take greater responsibility for themselves, their belongings and classroom routines.	• understand health, wellbeing and safety • take increasing responsibility for routines and choices
• Play and explore, keep trying, make links, review progress and solve real problems	• curiosity • persistence • critical thinking • problem-solving	The Characteristics of Effective Teaching and Learning describe how children engage with learning; these habits remain relevant as subject learning becomes more formal.	• ask questions • explain thinking • persevere • make connections • review and improve approaches across the curriculum