



Sutton Green Primary School

Reception Foundational Knowledge Progression Map



This progression map sets out explicit knowledge for maths and English to be taught across the academic year, organised by half term. It reflects the principles from *Strong Foundations* that learning is cumulative, systematic and revisited regularly. This progression can be adapted accordingly to suit groups or individuals.

The *Strong Foundations in the Early Years* document emphasises that high-quality early education is built on a secure base of knowledge, skills and experiences that support long-term learning and development. They highlight the importance of consistent, evidence-informed practice that prioritises language development, early literacy and numeracy, and children's social and emotional growth. By focusing on these core foundations, early years provision can reduce gaps, promote equity, and ensure children are well prepared for the next stages of their education.

AUTUMN

	Aut 1	Aut 2
Maths	<p>White Rose strands: <i>Just Like Me, Match & Sort, Compare Amounts</i></p> <p>Number</p> <ul style="list-style-type: none">• Say number names to 5 in order• Subitise up to 3• Count objects to 5 (1:1 correspondence)• Understand that numbers represent quantities <p>Numbers taught: 0–5</p> <p>Numerical Skills</p> <ul style="list-style-type: none">• Match objects to amounts• Compare quantities: same, more, fewer• Begin to understand zero as “none” <p>Shape, Space & Measure</p> <ul style="list-style-type: none">• Sort objects by colour, size, shape• Explore positional language: in, on, under• Talk about patterns and similarities	<p>White Rose strands: <i>It's Me 1–5, Circles & Triangles</i></p> <p>Number</p> <ul style="list-style-type: none">• Count reliably to 5• Subitise up to 4• Recognise numerals 0–5• Link numerals to quantities• Part-part whole <p>Numbers taught: 0–5 (secure)</p> <p>Numerical Skills</p> <ul style="list-style-type: none">• Compare numbers to 5• Understand one more / one less (within 5) <p>Shape</p> <ul style="list-style-type: none">• Identify circles and triangles• Describe shapes using simple properties
Reading	<p>Phonological Awareness</p> <ul style="list-style-type: none">• Environmental sounds	<p>Graphemes taught (in sequence):</p>

<p>Ready Steady Phonics</p>	<ul style="list-style-type: none"> Instrumental sounds Body percussion Rhythm and rhyme Alliteration Oral blending and segmenting (no graphemes) <p>Graphemes taught (in sequence):</p> <ul style="list-style-type: none"> s a t p i n m d g o c k <p>Tricky words: the to I go no</p> <p>Print Awareness</p> <ul style="list-style-type: none"> Hold books correctly Understand books have meaning Recognise own name Understand print carries meaning 	<ul style="list-style-type: none"> ck e u r h b f ff l ll ss <p>Phonics Knowledge</p> <ul style="list-style-type: none"> Blend VC and CVC words Segment words for spelling Read simple words: sat, pin, tap <p>Tricky words: the to I go no</p> <p>Reading Skills</p> <ul style="list-style-type: none"> Blend to read simple captions Join in with repeated refrains
<p>Writing</p>	<p>Mark Making & Motor Development</p> <ul style="list-style-type: none"> Gross motor control (Strong Foundations) Dough gym, large-scale movements Pencil grip development <p>Writing Knowledge</p> <ul style="list-style-type: none"> Marks have meaning Drawings represent ideas Begin to label pictures Write own name (with model/support) 	<p>Transcription</p> <ul style="list-style-type: none"> Form letters: s a t p i n m d Write CVC words using taught graphemes <p>Composition</p> <ul style="list-style-type: none"> Orally compose a sentence Begin to write simple captions
<p>Speaking & Listening</p>	<p><i>Focus: Attention, listening, turn-taking</i></p> <ul style="list-style-type: none"> Listens to simple instructions and classroom routines Responds to name and familiar cues Joins in with songs, rhymes and repetitive stories Begins to take turns in simple conversations Uses single words or short phrases to express needs 	<p><i>Focus: Understanding and using language</i></p> <ul style="list-style-type: none"> Follows two-part instructions Uses simple sentences to communicate ideas and needs Learns and uses new vocabulary linked to stories and topics Answers simple questions about familiar texts and experiences Listens attentively in small-group situations

SPRING

	Spring 1	Spring 2
Maths	<p><i>White Rose strands: Alive in 5, Growing 6–8</i></p> <p>Number</p> <ul style="list-style-type: none"> • Count to 8 and beyond • Subitise up to 5 • Recognise numerals 0–8 <p><i>Numbers taught: 6, 7, 8</i></p> <p>Numerical Skills</p> <ul style="list-style-type: none"> • Composition of numbers to 8 • One more / one less within 8 <p>Measure</p> <ul style="list-style-type: none"> • Compare length and height • Use language: longer, shorter, taller 	<p><i>White Rose strands: Growing 6–8, Building 9–10</i></p> <p>Number</p> <ul style="list-style-type: none"> • Count to 10 • Subitise up to 5 • Recognise numerals 0–10 <p><i>Numbers taught: 9, 10</i></p> <p>Numerical Skills</p> <ul style="list-style-type: none"> • Explore number bonds within 10 through concrete representations. • Explore addition and subtraction through stories and part-part-whole <p>Shape & Pattern</p> <ul style="list-style-type: none"> • Identify squares and rectangles • Create repeating patterns
Reading	<p>Graphemes taught:</p> <ul style="list-style-type: none"> • j v w x • y z zz qu • ch sh th ng <p>Phonics Knowledge</p> <ul style="list-style-type: none"> • Read and spell CVC words • Read simple sentences <p>Tricky Words</p> <p>he she we me be was</p>	<p>Graphemes taught:</p> <ul style="list-style-type: none"> • ai ee igh oa oo <p>Reading Skills</p> <ul style="list-style-type: none"> • Read longer sentences • Begin to read simple books <p>Tricky Words</p> <p>my you they all are her</p>
Writing	<p>Transcription</p> <ul style="list-style-type: none"> • Form some Phase 2 letters correctly • Spell CVC words independently <p>Composition</p>	<p>Transcription</p> <ul style="list-style-type: none"> • Write some words with digraphs • Form most Phase 2 letters correctly • Spell some tricky words: the, to, I, no, go

	<ul style="list-style-type: none"> Write simple phrases using taught GPCs and CEWs with support. Use finger spaces Attempt full stops 	<p>Composition</p> <ul style="list-style-type: none"> Write short words and phrases independently Begin to re-read own writing
Speaking & Listening	<p><i>Focus: Narrative and explanation</i></p> <ul style="list-style-type: none"> Talks about past events using simple sequencing (first/then) Retells familiar stories using story language Uses talk to organise ideas and play Asks simple questions to clarify understanding Sustains attention for longer periods during adult-led activities 	<p><i>Focus: Sentence structure and confidence</i></p> <ul style="list-style-type: none"> Uses longer sentences with conjunctions (and, because) Explains ideas, feelings and actions more clearly Engages in back-and-forth conversations with peers and adults Listens and responds appropriately to others' contributions Uses topic-related vocabulary accurately

SUMMER

	Summer 1	Summer 2
Maths	<p><i>White Rose strands: Building 9–10, Beyond 10</i></p> <p>Number</p> <ul style="list-style-type: none"> • Count beyond 10 • Understand teen numbers as ten and some more <p>Explicit numbers taught: 11–15</p> <p>Numerical Skills</p> <ul style="list-style-type: none"> • Number bonds to 10 (secure) • Solve simple addition and subtraction problems <p>Measure</p> <ul style="list-style-type: none"> • Explore time: days, routines • Compare weight and capacity 	<p><i>White Rose strands: Beyond 10, Consolidation</i></p> <p>Number</p> <ul style="list-style-type: none"> • Count to 20 • Secure teen numbers <p>Explicit numbers taught: 16–20</p> <p>Numerical Skills</p> <ul style="list-style-type: none"> • Recall number bonds to 5 and 10 • Add and subtract within 10
Reading	<p>Graphemes taught</p> <ul style="list-style-type: none"> • ar or ur ow oi ear air ure er <p>Reading Skills</p> <ul style="list-style-type: none"> • Read books matched to phonics knowledge • Increase fluency and expression <p>Tricky Words</p> <p><i>consolidate</i></p> <ul style="list-style-type: none"> • the to I go no he she we me be was my you they all are her 	<p>Phonic Knowledge</p> <ul style="list-style-type: none"> • Consolidation of phases 2 and 3 • CVCC and CCVC words • Adjacent consonants <p>Reading Skills</p> <ul style="list-style-type: none"> • Read simple books fluently • Answer questions about what is read <p>Tricky Words</p> <p><i>consolidate</i></p> <ul style="list-style-type: none"> • the to I go no he she we me be was my you they all are her
Writing	<p>Transcription</p> <ul style="list-style-type: none"> • Spell Phase 3 words • Spell some of these tricky words: <i>the to I go no he she we me be was my you they all are her</i> <p>Composition</p> <ul style="list-style-type: none"> • Orally tell simple narratives • Orally tell and hold a simple sentence 	<p>Transcription</p> <ul style="list-style-type: none"> • Spell some words with adjacent consonants • Use capital letters and full stops with increasing independence. • Spell most of these tricky words: <i>the to I go no he she we me be was my you they all are her</i> <p>Composition</p> <ul style="list-style-type: none"> • Write sentences independently • Orally tell and hold a simple sentence

	<ul style="list-style-type: none"> Write for different purposes (labels, lists, captions) 	<ul style="list-style-type: none"> Write for different purposes (labels, lists, captions) Write simple recounts and stories
Speaking & Listening	<p><i>Focus: Audience and clarity</i></p> <ul style="list-style-type: none"> Speaks clearly to be understood by others Adapts talk for different situations (play, group time, show-and-tell) Describes events and experiences in detail Listens to and follows group discussions Begins to use language to negotiate and solve problems 	<p><i>Focus: ELG readiness</i></p> <ul style="list-style-type: none"> Expresses ideas, thoughts and feelings using full sentences Uses a wide range of vocabulary in context Participates confidently in discussions and group activities Listens attentively and responds with relevant comments or questions Retells stories and explains ideas with clear sequencing and detail

END-OF-RECEPTION OUTCOMES

MATHS	READING	COMMUNICATION AND LANGUAGE
<p>Number</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">Have a deep understanding of number to 10, including the composition of each numberSubitise (recognise quantities without counting) up to 5Automatically recall number bonds up to 5 and some number bonds to 10, including double facts	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">Say a sound for each letter in the alphabet and at least 10 digraphsRead words consistent with their phonic knowledge by sound-blendingRead aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	
<p>Numerical Patterns</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">Verbally count beyond 20, recognising the pattern of the counting systemCompare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantityExplore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<p>WRITING</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentences that can be read by others	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">Listen attentively and respond to what they hear with relevant questions, comments and actionsMake comments about what they have heard and ask questions to clarify their understandingHold conversation when engaged in back-and-forth exchanges with their teacher and peersParticipate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabularyOffer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriateExpress their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher