

Britannia Primary School – EYFS Progression Map



Intent: At Britannia Primary School, we provide a curriculum rich in wonder, memorable experiences and meaningful play. Our Reception curriculum is designed to nurture confident, curious and resilient learners who are well prepared for the transition into Key Stage 1.

We aim to support all children to develop physically, verbally, cognitively and emotionally in an inclusive environment that values diversity, culture and community. We recognise that children learn best through play, exploration and high-quality adult interaction, and therefore balance carefully planned adult-led learning with uninterrupted child-initiated play.

Positive relationships, consistent routines and strong partnerships with parents underpin everything we do. We recognise the crucial role that early years education plays in securing firm foundations for lifelong learning.

Implementation:

We meet all statutory welfare requirements of the EYFS and actively promote safeguarding and wellbeing. Our Reception environment is language-rich, vocabulary-driven and carefully organised to promote independence, collaboration and sustained shared thinking.

High-quality texts, songs, rhymes and stories are at the heart of our curriculum and are used to support language development across all areas of learning. Early reading is prioritised through systematic phonics teaching (RWI), daily story time and opportunities to apply reading skills across the provision.

Mathematics is taught through a combination of the White Rose Maths Reception Scheme, NCETM Mastering Number, adult-led teaching and meaningful play-based opportunities that enable children to explore, practise and apply their understanding.

The learning environment is flexible and responsive to children's interests, allowing adults to adapt planning in response to observations and assessment. Ongoing assessment informs next steps and ensures that all children are supported and challenged appropriately.

Parents are active partners in learning through regular communication, newsletters and Class Dojo. Assessment against the Early Learning Goals is based on a broad range of evidence gathered through daily interactions and professional judgement.

Britannia Primary School Progression of Skills- Communication and Language

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Listening, Attention and Understanding</p>	<p>Listens to familiar adults in small groups or 1:1</p> <p>Shows attention for short periods during songs, stories, and routines</p> <p>Responds to own name and simple instructions (e.g. “come here”, “sit down”)</p> <p>Understands basic classroom routines with visual support</p> <p>Begins to listen to others, but may interrupt or lose focus easily</p>	<p>Listens with increased attention during short adult-led activities</p> <p>Follows one-step instructions without visual prompts</p> <p>Understands simple questions (who, what, where)</p> <p>Listens to stories and can recall a key event or character with support</p> <p>Begins to shift attention between adult and task</p>	<p>Maintains attention for longer periods, especially in small groups</p> <p>Follows two-step instructions (e.g. “get your coat and line up”)</p> <p>Understands more complex sentences and classroom language</p> <p>Responds appropriately to questions about stories or experiences</p> <p>Listens to peers and begins to take turns in conversation</p>	<p>Sustains attention during whole-class carpet sessions</p> <p>Understands instructions involving prepositions and time language (before/after)</p> <p>Listens carefully to stories and can answer why/how questions</p> <p>Shows understanding by acting out or explaining ideas</p> <p>Shifts attention confidently between listening and doing</p>	<p>Listens attentively in a range of situations, including noisy environments</p> <p>Follows longer and more detailed instructions</p> <p>Demonstrates understanding of new vocabulary in context</p> <p>Responds thoughtfully to stories, non-fiction texts, and discussions</p> <p>Listens to others’ ideas and builds on them</p>	<p>Maintains attention and concentration during extended adult-led activities</p> <p>Listens and responds appropriately in whole-class discussions</p> <p>Understands and follows complex instructions confidently</p> <p>Demonstrates understanding through accurate responses, actions, and explanations</p> <p>Shows readiness for Year 1 listening demands</p>	<p>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 conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Speaking</p>	<p>Uses single words or short phrases to communicate needs and wants</p> <p>Talks mainly to familiar adults</p>	<p>Uses simple sentences (3–4 words)</p> <p>Begins to talk about experiences that are happening now</p>	<p>Uses longer sentences to explain ideas and experiences</p> <p>Begins to use talk to organise play</p>	<p>Uses talk confidently in small groups and whole class</p> <p>Uses a wider range of</p>	<p>Speaks clearly in full sentences</p> <p>Uses talk to express opinions and ideas in detail</p>	<p>Uses well-formed sentences to express ideas clearly</p> <p>Uses a wide range of vocabulary in</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>

	<p>Joins in with repeated words or phrases in songs and rhymes</p> <p>Uses talk to express basic feelings and preferences</p> <p>Speech may not always be clear, especially to unfamiliar listeners</p>	<p>Asks simple questions</p> <p>Uses new vocabulary introduced through stories and play</p> <p>Is increasingly understood by others, though some sounds may still be unclear</p>	<p>and negotiate roles</p> <p>Uses past tense to talk about events with support</p> <p>Retells parts of familiar stories using simple language</p> <p>Speech is mostly clear to adults and peers</p>	<p>vocabulary accurately</p> <p>Begins to use conjunctions (and, because)</p> <p>Explains ideas and events in sequence</p> <p>Adapts speech for different purposes (e.g. asking, explaining)</p>	<p>Retells stories with beginning, middle and end</p> <p>Uses descriptive language and story language in play</p> <p>Is easily understood by others</p>	<p>the correct context</p> <p>Participates confidently in class discussions</p> <p>Uses talk to connect ideas and explain reasoning</p> <p>Shows readiness for Year 1 speaking expectations</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
--	---	--	--	--	---	---	---

Britannia Primary School Progression of Skills- PSED

Self-Regulation	<p>Begins to separate from main carer with adult support</p> <p>Expresses emotions through actions, behaviour, or simple words</p> <p>Requires adult support to follow rules and routines</p> <p>Begins to respond to simple boundaries (e.g. "stop", "wait")</p> <p>Starts to show awareness of own feelings</p>	<p>Begins to recognise and name basic emotions (happy, sad, cross)</p> <p>Starts to follow simple rules with reminders</p> <p>Can wait for short periods with adult support</p> <p>Uses adult support to calm down after upset</p> <p>Begins to manage transitions with reassurance</p>	<p>Recognises own feelings and begins to talk about them</p> <p>Follows rules and routines more consistently</p> <p>Begins to use taught strategies to manage emotions (e.g. breathing, counting)</p> <p>Can wait and take turns with support</p> <p>Shows increasing independence during transitions</p>	<p>Manages emotions with less adult intervention</p> <p>Recovers from setbacks more quickly</p> <p>Understands that actions have consequences</p> <p>Waits for a turn and follows rules in group activities</p> <p>Begins to reflect on behaviour with adult support</p>	<p>Regulates emotions in most situations</p> <p>Uses strategies independently to calm or refocus</p> <p>Adapts behaviour to different situations</p> <p>Demonstrates self-control during whole-class activities</p> <p>Begins to show perseverance when faced with challenge</p>	<p>Manages emotions effectively and appropriately</p> <p>Demonstrates self-control and follows rules consistently</p> <p>Persists with tasks and copes well with change</p> <p>Reflects on behaviour and makes positive choices</p> <p>Shows readiness for Year 1 expectations of self-regulation</p>	<p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focussed 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.</p>
------------------------	---	---	---	--	--	---	--

<p>Managing Self</p>	<p>Shows increasing independence in separating from main carer</p> <p>Begins to manage personal needs with adult support (toileting, handwashing)</p> <p>Starts to follow simple classroom routines</p> <p>Needs reminders to look after own belongings</p> <p>Begins to understand basic hygiene routines</p>	<p>Manages personal hygiene routines with reminders</p> <p>Dresses and undresses with some support</p> <p>Follows classroom routines more confidently</p> <p>Begins to take responsibility for own belongings</p> <p>Understands basic expectations around health and safety</p>	<p>Manages personal needs independently most of the time</p> <p>Uses toilet, washes hands, and dresses with minimal support</p> <p>Follows routines independently</p> <p>Begins to make healthy choices with adult guidance</p> <p>Takes responsibility for belongings and resources</p>	<p>Independently manages hygiene and self-care routines</p> <p>Dresses and undresses independently, including fastenings with support if needed</p> <p>Understands how to keep themselves safe</p> <p>Begins to show independence in managing time and tasks</p> <p>Takes pride in looking after own belongings</p>	<p>Independently manages personal care and routines</p> <p>Makes healthy choices independently</p> <p>Shows awareness of safety rules in different environments</p> <p>Organises belongings and resources independently</p> <p>Prepares for changes in routine with confidence</p>	<p>Manages personal hygiene and self-care independently</p> <p>Shows confidence and independence in daily routines</p> <p>Makes healthy and safe choices</p> <p>Takes responsibility for own belongings and actions</p> <p>Demonstrates readiness for Year 1 expectations of independence</p>	<p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>Building Relationships</p>	<p>Forms relationships with familiar adults</p> <p>Plays alongside others (parallel play)</p> <p>Seeks adult support to resolve conflicts</p> <p>Begins to show awareness of others in play</p> <p>Responds to simple social rules with adult support</p>	<p>Initiates interactions with peers</p> <p>Begins to join in play with others</p> <p>Shares resources with adult support</p> <p>Shows care and concern for others when prompted</p> <p>Accepts adult guidance in social situations</p>	<p>Plays cooperatively with peers</p> <p>Takes turns and shares with support</p> <p>Begins to negotiate roles and ideas in play</p> <p>Seeks help appropriately when difficulties arise</p> <p>Shows increasing empathy towards others</p>	<p>Maintains friendships and plays collaboratively</p> <p>Resolves simple conflicts with support</p> <p>Understands the feelings of others and responds appropriately</p> <p>Follows social rules in group activities</p> <p>Works as part of a group or team</p>	<p>Builds positive relationships with peers and adults</p> <p>Manages disagreements using taught strategies</p> <p>Shows empathy and kindness independently</p> <p>Takes turns and cooperates in a range of activities</p> <p>Demonstrates respect for others' ideas and feelings</p>	<p>Forms secure friendships</p> <p>Works and plays cooperatively with others</p> <p>Resolves conflicts independently or with minimal support</p> <p>Shows empathy and understanding of others' feelings</p> <p>Demonstrates readiness for Year 1 expectations of social interaction</p>	<p>-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.</p>

Britannia Primary School Progression of Skills- Physical Development

<p>Gross Motor Skills</p>	<p>Moves confidently in a variety of ways (running, jumping, climbing)</p> <p>Shows awareness of space and others when moving</p> <p>Begins to negotiate space safely</p> <p>Explores balancing, rolling, and travelling in different ways</p> <p>Uses large outdoor equipment with adult support</p>	<p>Demonstrates increasing control when running, jumping, and climbing</p> <p>Begins to balance on one foot for a short time</p> <p>Moves in response to music and rhythm</p> <p>Uses wheeled equipment safely with support</p> <p>Begins to coordinate movements more effectively</p>	<p>Shows improved balance and coordination</p> <p>Jumps with two feet and lands safely</p> <p>Begins to throw and catch large balls</p> <p>Travels in a range of ways (e.g. hopping, skipping with support)</p> <p>Shows awareness of how to move safely in different environments</p>	<p>Moves confidently and with control in a range of activities</p> <p>Balances while moving and on equipment</p> <p>Throws, catches, and kicks balls with increasing accuracy</p> <p>Shows coordination when using climbing and balancing equipment</p> <p>Follows simple movement patterns and instructions</p>	<p>Demonstrates good control and coordination in large movements</p> <p>Uses a range of movement skills confidently (running, jumping, hopping, climbing)</p> <p>Shows stamina and strength during physical activity</p> <p>Moves safely and confidently in group games</p> <p>Begins to refine skills such as skipping and galloping</p>	<p>Moves confidently, safely, and with control</p> <p>Demonstrates strength, balance, and coordination</p> <p>Uses gross motor skills effectively in games and activities</p> <p>Negotiates space and obstacles safely</p> <p>Shows readiness for Year 1 physical activity expectations</p>	<p>-Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>-Demonstrate strength, balance and coordination when playing.</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
----------------------------------	---	--	--	--	---	---	---

<p>Fine Motor Skills</p>	<p>Uses whole-hand grasp when holding mark-making tools</p> <p>Begins to show hand preference</p> <p>Makes large marks and movements when drawing</p> <p>Uses simple tools (e.g. large paintbrushes, chunky crayons)</p> <p>Begins to manipulate malleable materials (squeezing, patting, rolling)</p>	<p>Begins to use a tripod-style grasp with support</p> <p>Makes controlled lines and circles</p> <p>Uses one-handed tools with increasing control (scissors with support)</p> <p>Threads large beads and completes simple construction tasks</p> <p>Shows increasing hand-eye coordination</p> <p>Makes recognisable letters.</p>	<p>Uses a developing tripod grip more consistently</p> <p>Draws recognisable shapes (circles, lines, crosses)</p> <p>Cuts along simple straight lines with support</p> <p>Manipulates smaller objects with improved control</p> <p>Shows improved finger strength and dexterity</p>	<p>Uses an effective pencil grip most of the time</p> <p>Forms most letters correctly</p> <p>Cuts along curved or more detailed lines with increasing accuracy</p> <p>Uses tools such as tweezers, hole punches, and small construction pieces confidently</p> <p>Demonstrates good hand-eye coordination in detailed tasks</p> <p>Writes simple words with increasing accuracy</p>	<p>Uses a secure tripod grip consistently</p> <p>Forms most letters correctly and with control</p> <p>Cuts out shapes with reasonable accuracy</p> <p>Demonstrates stamina in writing and fine motor tasks</p>	<p>Uses a confident and efficient pencil grip</p> <p>Forms letters correctly and legibly</p> <p>Shows good control and precision in drawing and writing</p> <p>Uses a range of tools competently and safely</p> <p>Demonstrates readiness for Year 1 fine motor and writing demands</p>	<p>-Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>-Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p>
---------------------------------	--	---	---	---	--	---	---

Britannia Primary School Progression of Skills- Literacy

<p>Word Reading</p>	<p>Joins in with repeated refrains in familiar stories</p> <p>Recognises own name in print</p> <p>Begins to recognise some environmental print</p> <p>Starts learning Set 1 single-letter sounds (m, a, s, d, t etc.)</p>	<p>Recognises and says most Set 1 sounds</p> <p>Begins blending CVC words orally and with sound cards</p> <p>Reads simple CVC words with support (e.g. cat, dog, sit)</p>	<p>Quickly recognises Set 1 sounds</p> <p>Blends sounds to read CVC words independently</p> <p>Reads simple ditties/books matched to phonic knowledge</p> <p>Begins to read some common exception words</p>	<p>Reads simple sentences independently</p> <p>Begins learning Set 2 digraphs (ay, ee, igh, ow, oo, ar, or etc.)</p> <p>Reads longer words with support</p> <p>Reads books matched to phonic</p>	<p>Reads words containing digraphs confidently</p> <p>Reads simple sentences fluently without overt sounding out</p> <p>Recognises more red words</p> <p>Reads RWI storybooks independently at appropriate level</p>	<p>Reads aloud simple sentences and books consistent with phonic knowledge</p> <p>Uses digraphs and known sounds automatically</p> <p>Reads common exception words linked to phonics grouping accurately</p>	<p>-Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>-Read words consistent with their phonic knowledge by sound-blending.</p> <p>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
----------------------------	---	---	---	--	--	--	--

	<p>Begins oral blending with support (Fred Talk)</p> <p>Set 1 sounds introduced gradually</p> <p>Oral blending</p>	<p>Reads simple captions with adult guidance</p> <p>Demonstrates understanding of what is read</p> <p>Secure Set 1 sounds</p> <p>Oral blending → segmenting</p> <p>Reading short ditties by end of term</p>	<p>(e.g. I, the, no, my, of)</p> <p>Uses sound knowledge to self-correct</p> <p>Fluency with Set 1</p> <p>Green words (decodable words)</p>	<p>stage with increasing fluency</p> <p>Shows understanding through discussion</p>	<p>Demonstrates clear understanding of what has been read</p> <p>Increasing speed and fluency</p> <p>Expression emerging</p>	<p>Shows comprehension through answering questions and discussion</p>	
Comprehension	<p>Shows interest in stories and rhymes</p> <p>Listens to short stories with adult support</p> <p>Joins in with repeated refrains</p> <p>Talks about pictures in books</p> <p>Responds to simple “what” questions</p> <p>Begins to understand story routines (beginning/end)</p>	<p>Listens attentively during whole-class story time</p> <p>Answers simple questions about key events or characters</p> <p>Retells parts of familiar stories with support</p> <p>Begins to use story language in play</p> <p>Makes simple comments about what is happening in a story</p>	<p>Retells familiar stories in sequence with prompts</p> <p>Answers “who”, “what”, and “where” questions independently</p> <p>Begins to answer simple “why” questions</p> <p>Makes links between stories and own experiences</p> <p>Understands that print carries meaning</p>	<p>Retells stories with clearer structure (beginning, middle, end)</p> <p>Answers “why” and “how” questions about events</p> <p>Makes simple predictions</p> <p>Identifies main characters and key events</p> <p>Uses vocabulary from stories in discussion and play</p>	<p>Retells stories independently with key events in order</p> <p>Makes sensible predictions based on story content</p> <p>Explains characters’ feelings and actions</p> <p>Begins to infer simple meanings (e.g. “He is sad because...”)</p> <p>Engages in discussion about non-fiction texts</p>	<p>Demonstrates understanding of what has been read</p> <p>Anticipates key events in stories</p> <p>Uses and understands recently introduced vocabulary</p> <p>Answers questions about what has been read, including simple inference</p> <p>Talks confidently about stories, characters and information texts</p>	<p>-Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>-Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Writing	<p>Gives meaning to marks they make</p> <p>Engages in mark making in play</p> <p>Makes large movements and</p>	<p>Writes some recognisable letters</p> <p>Begins to write own name more accurately</p>	<p>Writes CVC words independently</p> <p>Writes short captions using phonetic knowledge</p>	<p>Begins to writes simple sentences independently</p> <p>Uses capital letter and full stop with support</p>	<p>Writes simple sentences that can be read by others</p> <p>Uses capital letters and full stops more consistently</p>	<p>Writes simple sentences that can be read by themselves and others</p> <p>Uses phonics knowledge to</p>	<p>-Write recognisable letters, most of which are correctly formed.</p> <p>-Spell words by identifying sounds in them and</p>

	<p>experimental marks</p> <p>Begins to ascribe meaning to drawings</p> <p>Attempts to write own name (may be copied)</p> <p>Hears and says initial sounds in words (oral)</p>	<p>Represents initial sounds in writing</p> <p>Writes labels and captions with adult support</p> <p>Attempts CVC words using phonetic spelling</p> <p>Forms some letters correctly</p>	<p>Begins to leave finger spaces</p> <p>Writes simple sentences with support</p> <p>Spells some common exception words (e.g. I, the)</p> <p>Forms most letters correctly</p>	<p>Uses digraphs in spelling attempts</p> <p>Writes for different purposes (lists, captions, simple stories)</p> <p>Re-reads writing to check meaning</p>	<p>Applies digraph knowledge accurately</p> <p>Writes short sequences of sentences</p> <p>Shows increased stamina and independence</p>	<p>spell words accurately (consistent with stage)</p> <p>Spells some common exception words correctly</p> <p>Uses capital letters and full stops correctly</p> <p>Forms letters correctly and consistently</p>	<p>representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.</p>
--	---	--	--	---	--	--	--

Britannia Primary School Progression of Skills- Maths

<p>Number Numerical Patterns Shape, Space and Measure</p> <p>White Rose Maths</p> <p>Masterying Number</p>	<p>White Rose focus: Match, Sort & Compare / Talk about Measure & Patterns</p> <p>Mastering Number: Subitising to 3</p> <p>Matches and sorts objects by colour, size, type</p> <p>Compares quantities using language: more, fewer, same</p> <p>Joins in with counting songs</p> <p>Subitises to 2 or 3</p> <p>Counts objects with support (may not yet have 1:1 correspondence)</p> <p>Number Patterns Notices simple patterns</p> <p>Begins to copy AB patterns</p> <p>Uses language of size (big/small)</p>	<p>White Rose: It's Me 1, 2, 3 / Circles & Triangles</p> <p>Mastering Number: Composition of 3</p> <p>Counts objects reliably to 5</p> <p>Shows 1:1 correspondence when counting</p> <p>Subitises to 3 confidently</p> <p>Understands that the last number counted tells "how many"</p> <p>Explores ways to make 3</p> <p>Recognises numerals to 3</p> <p>Number Patterns</p> <p>Continues and creates simple AB patterns</p> <p>Compares quantities (more/fewer)</p> <p>Explores positional language</p>	<p>White Rose: Alive in 5 / Mass & Capacity</p> <p>Mastering Number: Composition of 4 & 5</p> <p>Counts reliably to 5 and beyond</p> <p>Subitises to 4</p> <p>Understands different representations of 5</p> <p>Explores number bonds within 5</p> <p>Begins to compare numbers to 5</p> <p>Recognises numerals to 5</p> <p>Number Patterns</p> <p>Identifies and extends AB patterns confidently</p> <p>Begins to explore AAB / ABB patterns</p> <p>Orders numbers to 5</p> <p>Uses language of time (now/next)</p>	<p>White Rose: Growing 6, 7, 8 / Length, Height & Time</p> <p>Mastering Number: Composition of 6–8</p> <p>Counts reliably to 10</p> <p>Understands composition of numbers to 8</p> <p>Subitises to 5</p> <p>Identifies one more / one less within 10</p> <p>Recognises numerals to 8</p> <p>Solves practical addition and subtraction problems using objects</p> <p>Number Patterns</p> <p>Creates more complex repeating patterns</p> <p>Orders numbers to 10</p> <p>Identifies missing numbers in sequences</p> <p>Uses mathematical language confidently</p>	<p>White Rose: Building 9 & 10 / 3D Shapes</p> <p>Mastering Number: Composition of 9 & 10</p> <p>Understands number bonds to 10</p> <p>Automatically recalls some number bonds within 5</p> <p>Subitises to 5 with confidence</p> <p>Compares numbers within 10</p> <p>Explores doubles to 10</p> <p>Recognises numerals to 10</p> <p>Number Patterns</p> <p>Explores patterns in number bonds</p> <p>Understands the pattern of the counting system</p> <p>Orders numbers beyond 10</p> <p>Explores doubling patterns</p>	<p>Automatically recalls number bonds to 5</p> <p>Some recall number bonds to 10</p> <p>Subitises up to 5</p> <p>Verbally counts beyond 20</p> <p>Solves addition and subtraction problems within 10</p> <p>Demonstrates deep understanding of numbers to 10</p> <p>Number Patterns</p> <p>Verbally count beyond 20</p> <p>Compare quantities up to 10</p> <p>Explore and represent patterns within numbers to 10</p> <p>Understand the number system structure</p>	<p>Number ELG -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.</p> <p>Number patterns ELG -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
---	--	--	---	--	---	--	---

Britannia Primary School Progression of Skills- Understanding the World

<p>Past and Present</p>	<p>Talks about immediate personal experiences (e.g. “When I was a baby...”)</p> <p>Identifies members of their family</p> <p>Understands that they were younger once</p> <p>Uses simple time language (now, before)</p> <p>Recognises that events happen in sequence during the school day</p>	<p>Knows that Christmas is celebrated every year</p> <p>Talks about how their family celebrates Christmas or other traditions</p> <p>Understands that traditional tales were written a long time ago</p> <p>Identifies “old” settings in stories (castles, cottages, kings/queens)</p> <p>Compares life in traditional tales to life now</p> <p>Uses vocabulary: old, new, past, long ago</p>	<p>Knows that some explorers lived in the past</p> <p>Talks about how travel and equipment were different in the past</p> <p>Compares past exploration to modern journeys</p> <p>Uses vocabulary: explorer, past, long ago, different</p>	<p>Knows that the UK has a king and that Charles III is the current monarch</p> <p>Understands that there have been kings and queens in the past</p> <p>Recognises Buckingham Palace as a royal home</p> <p>Talks about London as the capital city and how it has changed over time</p> <p>Knows that Shrove Tuesday and Eid al-Fitr are celebrated each year</p> <p>Understands that celebrations happen annually and are part of family or religious traditions</p> <p>Uses vocabulary: king, queen, palace, celebration, past, present</p>	<p>Talks about changes over time (baby → child; seed → plant)</p> <p>Understands that growth happens over time</p> <p>Sequences the life cycle of a plant</p> <p>Uses vocabulary: before, after, first, next</p> <p>Makes simple comparisons between then and now</p>	<p>Talks about seaside holidays in the past compared to now</p> <p>Compares old and modern seaside photographs</p> <p>Understands that transport to the seaside has changed over time</p> <p>Uses vocabulary: past, present, long ago, different</p> <p>Talks about how coastal environments may change over time</p>	<p>-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, character and events encountered in books read in class and storytelling.</p>
<p>People, culture and communities</p>	<p>Talks about members of their immediate family and community</p> <p>Describes people who are familiar to them</p>	<p>Knows that some people celebrate Christmas</p> <p>Talks about how different families celebrate</p>	<p>knows that people live in different places around the world</p> <p>Understands that the Arctic is very</p>	<p>Knows that the UK has a monarch (Charles III)</p> <p>Understands that London is the capital city</p>	<p>Understands that food comes from plants</p> <p>Recognises that people grow food in different places</p>	<p>Knows that some people live near the coast</p> <p>Talks about seaside communities and jobs (e.g.</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between</p>

	<p>Understands that families can be different</p> <p>Identifies similarities and differences between themselves and others</p> <p>Begins to understand class rules and belonging to a community</p>	<p>Christmas in different ways</p> <p>Recognises that traditional tales come from different cultures</p> <p>Identifies simple cultural differences in stories (e.g. clothing, homes, food)</p> <p>Shows respect when learning about celebrations different from their own</p>	<p>cold and different from the UK</p> <p>Talks about how people adapt to cold environments</p> <p>Recognises similarities and differences between life in the Arctic and their own lives</p> <p>Shows curiosity about different communities and ways of life</p>	<p>Recognises Buckingham Palace as an important building</p> <p>Knows that Shrove Tuesday is celebrated by some Christians</p> <p>Knows that Eid al-Fitr is celebrated by Muslims</p> <p>Understands that people have different beliefs and celebrations</p> <p>Shows respect when discussing different religions and cultures</p>	<p>Talks about how communities work together (e.g. farmers, gardeners)</p> <p>Shows care and responsibility for living things</p> <p>Understands how we look after our environment</p>	<p>fishermen, lifeguards)</p> <p>Understands that communities can be different depending on location</p> <p>Recognises similarities and differences between coastal life and their own</p> <p>Shows awareness of how to care for oceans and beaches</p>	<p>the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>-Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
The Natural World	<p>Explores the immediate outdoor environment</p> <p>Notices seasonal changes in autumn</p> <p>Identifies simple features of the school environment</p> <p>Uses senses to explore natural materials</p> <p>Talks about what they can see, hear and feel outside</p>	<p>Observes seasonal changes from autumn to winter</p> <p>Talks about colder weather and shorter days</p> <p>Explores natural materials linked to winter (ice, frost)</p> <p>Identifies features of environments in traditional tales (forests, castles, cottages)</p> <p>Begins to understand that different places have different environments</p>	<p>Knows that the Arctic is a very cold environment</p> <p>Identifies features of polar habitats (ice, snow, ocean)</p> <p>Names animals that live in cold climates</p> <p>Understands that animals adapt to their environment</p> <p>Compares the Arctic environment to the UK</p>	<p>Identifies features of urban environments, including London</p> <p>Talks about human and physical features (river, buildings, parks)</p> <p>Recognises seasonal change from winter to spring</p> <p>Observes changes in weather and daylight</p> <p>Understands that environments can be natural or built by humans</p>	<p>Knows that plants grow from seeds and bulbs</p> <p>Understands the basic life cycle of a plant</p> <p>Identifies parts of a plant (root, stem, leaf, flower)</p> <p>Understands what plants need to grow (water, sunlight, soil)</p> <p>Observes changes over time when growing plants</p> <p>Shows care and responsibility for living things</p>	<p>Identifies features of coastal environments (beach, sea, cliffs)</p> <p>Names common sea creatures</p> <p>Understands that different animals live in different habitats</p> <p>Compares seaside environments to their local area</p> <p>Understands how to care for oceans and marine life</p> <p>Observes seasonal change from spring to summer</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Britannia Primary School Progression of Skills- Expressive Art and Design

<p>Creating with Materials</p>	<p>Explores a range of materials freely</p> <p>Engages in sensory exploration (paint, collage, natural materials)</p> <p>Uses large movements to create marks</p> <p>Joins materials using simple techniques (glue, tape)</p> <p>Begins to talk about what they have made</p>	<p>Uses different materials to create pictures and models linked to stories</p> <p>Begins to choose resources for a purpose</p> <p>Experiments with colour mixing</p> <p>Adds simple details to drawings</p> <p>Talks about their creations and the story behind them</p>	<p>Uses tools with increasing control (scissors, brushes)</p> <p>Selects materials to represent ideas (e.g. ice, snow, boats)</p> <p>Combines materials and techniques</p> <p>Adds more detail to drawings and models</p> <p>Explains what they are creating and why</p>	<p>Designs and creates models (e.g. castles, landmarks)</p> <p>Uses joining techniques independently</p> <p>Uses drawing to represent people and buildings with increasing detail</p> <p>Chooses colours and textures for a purpose</p> <p>Evaluates and adapts work with support</p>	<p>Draws plants with recognisable features</p> <p>Uses different techniques (printing, collage, painting)</p> <p>Creates observational drawings</p> <p>Demonstrates improved control and precision</p> <p>Talks about changes made to improve work</p>	<p>Creates detailed representations of sea creatures and environments</p> <p>Selects appropriate tools and materials independently</p> <p>Combines media confidently</p> <p>Explains the process they used</p> <p>Shows pride and independence in creative choices</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Being Imaginative and Expressive</p>	<p>Engages in simple pretend play (home corner, small world)</p> <p>Uses props to represent familiar experiences</p> <p>Joins in with nursery rhymes and action songs</p> <p>Experiments with making different sounds using instruments</p> <p>Begins to develop storylines in play with adult support</p>	<p>Re-enacts traditional tales using small world and role play</p> <p>Uses story language in play (e.g. "Once upon a time...")</p> <p>Performs songs and nativity-themed performances confidently</p> <p>Uses voices and actions to represent characters</p> <p>Begins to develop simple narratives independently</p>	<p>Creates imaginative storylines around exploration and journeys</p> <p>Uses props and materials to represent environments (boats, ice, animals)</p> <p>Experiments with tempo and dynamics in music</p> <p>Moves expressively in response to music</p> <p>Sustains shared imaginative play with peers</p>	<p>Acts out celebrations in role play</p> <p>Uses language linked to monarchy and celebration</p> <p>Performs songs linked to celebrations and cultural events</p> <p>Develops more complex storylines with peers</p> <p>Adapts play narratives based on others' ideas</p>	<p>Uses imaginative play to act out life cycles and growth</p> <p>Creates narratives involving gardens, minibeasts, and nature</p> <p>Explores rhythm and pattern in music</p> <p>Performs songs with increasing control and confidence</p> <p>Sustains collaborative imaginative play</p>	<p>Creates detailed imaginary worlds linked to the sea</p> <p>Develops extended storylines with clear beginning, middle and end</p> <p>Uses expressive movement to represent sea creatures</p> <p>Performs songs and rhymes confidently</p> <p>Demonstrates independence and creativity in imaginative play</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>

Impact:

Our Reception curriculum ensures that all children, regardless of their starting points, make strong progress across all areas of learning. Through high-quality teaching, purposeful play and responsive provision, children develop the knowledge, skills and attitudes needed to achieve a Good Level of Development by the end of Reception and to transition confidently into Year 1.

Children leave Reception as confident communicators who can express their ideas, needs and feelings using an increasingly wide and accurate vocabulary. They demonstrate positive attitudes to learning, including curiosity, resilience, independence and a willingness to take risks. Children are able to form positive relationships, work collaboratively with others and manage their emotions appropriately.

Through a carefully sequenced curriculum and a well-designed learning environment, children are able to apply their learning independently across the provision. They make links between areas of learning, explain their thinking and use what they know to solve problems in meaningful, real-life contexts.

Ongoing assessment ensures teaching is responsive and that gaps in learning are identified and addressed promptly. As a result, children are well prepared academically, socially and emotionally for the demands of Key Stage 1.

We believe the impact of our curriculum is reflected in children's strong progress, their enjoyment of learning and their confidence as capable, motivated learners who are ready for the next stage of their education.