

Progression of Communication and Language					
Communication and Language skills are continually developed throughout the year, through high-quality interactions, daily group discussions, circle times, stories and singing. All children have their understanding of language assessed on entry into Reception, and Communication and Language intervention groups are put in place, to support those children who have gaps in their understanding or who require further support with their listening and attention skills. The children have a weekly session dedicated to developing their Communication and Language Skills.					
Skill	Autumn 1	Autumn 2	Spring Term	Summer Term	Early Learning Goal
Listening, Attention and Understanding	- To understand how to listen carefully and why listening is important - To listen carefully to a story and make comments about what they have heard. - To maintain focus on self-chosen and adult led activities - To be able to stop what they are doing and listen to an instruction. - To answer and ask 'who', 'what' and 'where' questions (Blanks Level 1-2) - To ask 'why' questions - To understand and follow instructions that contain three information carrying words (e.g. Get a blue cup and put it on the trolley).	- To listen carefully to longer stories and be able to recall key events. - To understand how to listen carefully and why listening is important - To listen carefully to rhymes and songs, paying attention to how they sound - To answer and ask "when" and "what happened" questions and begin to answer 'why' questions (Blanks level 3 and 4)	- To listen carefully to longer stories and be able to retell them once they have developed deep familiarity. - Understand words that describe sequences (e.g. First put toothpaste on your brush, then brush your teeth.). - To answer 'why' questions and begin to answer 'how/how do you know' questions. (Blanks Level 4)	- To link events in a story to their own experiences - To imagine that the events in a story change and think about what would happen - To ask questions to 'hot seat' characters from a story. - To answer 'how/how do you know' questions including answering questions about how someone else feels (Blanks Level 4)	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 teachers and peers.
Speaking	- To know and use newly taught vocabulary linked to their topic 'All About Me/Autumn' - To use longer sentences, containing four to six words - To maintain a conversation with a friend or adult	- To know and use newly taught vocabulary linked to their topic 'Festivals and Celebrations' - To use "and" to connect ideas together to form a longer sentence - To develop social phrases (e.g. good morning)	- To know and use newly taught vocabulary linked to their topics 'People Who Help Us' and 'Who Lives Where?' - To orally connect ideas using a range of connectives e.g. "and" "because" "but" including using because to explain why they like or dislike something. - To describe events in detail including explaining how to brush your teeth using 'first' 'next' 'then' - To continue to develop their communication so that they are increasingly able to use the correct plurals.	- To know and use newly taught vocabulary linked to their 'Growth and Change' and "Once Upon a Time" topic - To express their ideas using past and present tense including talking about their family and how they have changed over time and talking about their favourite times in Reception, using the correct past tense - To use talk to help, work out problems and organise thinking and activities	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.

	• To develop their communication so that they have mostly clear speech but may have some difficulties with some sounds (e.g. r, j, l, th, sh) • To ask questions using words such as 'who', 'what', 'where' and 'why' • To be able to use comparative and positional language • To use language to build on and enhance their play. • To use the sentence stem "I like" or "I don't like" to talk about their own likes and dislikes. • To begin to use the sentence stem "Please can you help me" to ask for help from a familiar adult • To join in with a 1:1 show and tell	• To be able to sing a large repertoire of songs and nursery rhymes • To begin to use the taught phrase "Please stop I don't like it" when someone does something that they don't like. • To be more confident to ask for help from familiar adults using the sentence stem "Please can you help me" • To develop their communication, but may have problems with: irregular tenses, plurals and some sounds (e.g. r, j, th, ch) • To describe events that have already happened e.g. talking about different celebrations in their own life • To use the sentence stem "I can see" to talk about what they notice. • To use the sentence stem "I think" to share their ideas. • To join in with a small group show and tell	• Ask 'who', 'what' 'where' 'when' questions using longer sentences • To join in with whole class show and tell. • To retell stories with increasing detail using some exact repetition and some in their own words. • To use the sentence stems "My ideas is...." and "I did this by..." to talk about their ideas/things that they have made.	• To talk about why something happens and how things work • To ask questions to 'hot seat' characters from a story. • To develop their communication so that most sounds are clear. However, they may still have difficulties with longer words such as 'elephant' or 'scribble' and some sounds such as 'r' or 'th' may still be difficult.	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.
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Progression of Personal, Social and Emotional Development

Children in Reception have a 'Circle Time' session once a week, which has a PSED focus. Just like KS1 and KS2, Reception follow the 'Jigsaw' Scheme of Work, and the knowledge gained in Reception is built upon as the children transition throughout school. In addition to our 'Circle Time' session, social skills (such as: sharing, turn taking, playing) are continually practised and built upon, during Continuous Provision time. Rules, routines, and high expectations are reinforced continually, throughout the children's time in Reception.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	- To see themselves as unique individuals by sharing their hobbies and interests. - To talk about their feelings using words like: happy, sad, angry, worried. - To know what happy feels like. - To start recognising and managing their own feelings using appropriate strategies. - To begin to understand how others might be feeling and support them to regulate (e.g. offer a hug or a tissue) - To know why it is good to be kind and use gentle hands. - To follow two step instructions.	- To find solutions to conflicts and rivalries - To know which words to use to stand up for myself, when someone does or says something unkind (using the taught phrase "Please stop I don't like it.>"). - To know what sad feels like and how to work through feelings of sadness.	- To set a goal and work towards it. - To talk about it feels to achieve a goal and know what it means to feel proud. - To understand the link between what they learn now, and the job they might like to do when they are older - To begin to understand how their behaviour can influence the feelings of others. - To know what angry feels like and how to work through feelings of anger.	- To be able to wait for what they want and control their immediate impulses - To know what tired feels like and how to work through feelings of tiredness.	- To begin to use 'Calm Me Time' to manage their feelings - To express their feelings and consider the feelings of others - To identify and moderate their own feelings socially and emotionally - To understand the impact of unkind words. - To know what calm feels like and what makes them feel calm.	- To talk about how they feel about the transition to Year 1 - To talk about their worries and/or the things they are looking forward to about being in Year 1 - To share their memories of the best bits of this year in Reception - To follow three step instructions - To maintain focus, for extended periods of time - To know what worried feels like and how to work through feelings of worry.	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 focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	- To increasingly follow school and classroom rules - To understand why rules are important - To select and use activities and resources, with help when needed. - To understand healthy and unhealthy food choices	- To know what being responsible means and develop a sense of responsibility - To see themselves as a valuable individual, by identifying something they are good at - To understand that everyone is good at different things. - To understand that being different makes us all special	- To understand that if they persevere, I can tackle challenges - To demonstrate perseverance and resilience, in the face of a challenge - To talk about a time they didn't give up until they achieved a goal - To explain how to brush their teeth and why it is important	- To understand that we need to exercise to keep our bodies healthy - To wash their hands thoroughly and understand why this is important, especially before we eat and after we go to the toilet. - To know how to help themselves go to sleep and understand why sleep is good for them	- To manage their own self-care needs and personal hygiene, completely independently (including: getting dressed and using the toilet) - Explain the reason for rules and know right from wrong	- To know the parts of the body. - To describe some of the things that they can do to keep themselves healthy (including talking about healthy food). - To explain how to be a safe pedestrian (Keeping Safe Week)	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

	To be increasingly independent in meeting their own self-care needs (e.g. going to the toilet, putting my coat on and zipping it up)	- To remember rules, without needing an adult to remind them. - To explain how to be safe around fireworks (Bonfire Night safety)	To know about how to keep themselves safe online (Safer Internet Day)	- To know which foods are healthy and not healthy, and can make healthy eating choices. - To understand how moving and resting are good for our bodies.			importance of healthy food choices.
Building Relationships	- To recognise and celebrate similarities and differences - To know how it feels to belong. - To work with others to make school a good place to be (e.g. sharing) - To play with one or more other children, extending and elaborating play ideas - To develop positive relationships with the children and staff in Reception	- To know how to be a good friend - To show confidence in new social situations - To be more outgoing with unfamiliar people - To know how to listen with respect. - To know which words to use to stand up for myself, when someone does or says something unkind (using the taught phrase "Please stop I don't like it.").	- To use kind words to encourage my friends. - To build and maintain, constructive and respectful relationships	To know who my safe adults are and how to say safe if they are not close by me	- To identify some of the jobs I do in my family and how I feel like I belong - To know how to make friends to stop myself from feeling lonely. - To know how to be a good friend. - To know ways to problem solve and stay friends. - To think about the perspectives of others - Work and play cooperatively and take turns with others	- To have confidence to communicate with adults around school - To have strong friendships	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.

Progression of Physical Development

Gross Motor Skills: Children in Reception have daily access to our Outside Provision, no matter what the weather. Our Outside Environment is set up and designed to help develop the children's gross motor skills. This includes: climbing and balancing equipment, water area, sand area, wheel barrows, large brushes, throwing and catching equipment etc. In addition to this, the children have access to the 'Track' at lunchtime, where they can utilise balance bikes, pedal bikes and scooters. The children also have a weekly PE Lesson delivered by Mr Rowe, which follows the Get Set for PE Curriculum.

Fine Motor Skills: In Reception, the children have daily opportunities to develop their fine motor skills, by participating in a range of activities during Continuous Provision time. This includes: threading, cutting, playdough, peg boards etc. Children who are identified as having poor fine motor skills, are targeted daily.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	- To be able to run, jump, hop and skip navigating some obstacles - To use a balance bike successfully - To hit a stationary ball with a bat - To catch a large ball thrown by an adult - To kick a ball in an intended direction with some force - To develop balance (e.g. balancing on planks, stilts etc.) - To become increasingly independent with dressing (e.g. put on their own coat)	- To balance on a scooter - To practise throwing and catching bean bags - To follow a path and take turns - To throw a ball - To strike a moving ball, using my hand - To change speed when running - To go up steps, stairs and apparatus, using alternate feet - To take part in some group activities/games	- To jump and land safely from a height - To explore different ways of travelling (e.g. rolling, crawling, walking, jumping, running) - To develop control when hopping and skipping - To consistently change direction to avoid others or obstacles - To hold a position on different body parts, showing stillness - To combine different movements, with ease and fluency	- To run skilfully - To show increasing control over an object (e.g. pushing, patting, throwing, catching, kicking) - To balance on one leg - To move through an obstacle course skilfully - To pick up, carry and put equipment down with care	- To find a good space, taking consideration for others - To twist and turn - To reach and bend - To move with control and in different directions - To roll a ball and stop a ball - To catch an object successfully (e.g. bean bags, hoops, large balls, scarves) - To kick a ball with power and accuracy	- To develop confidence, competence and precision when engaging in activities that involve a ball - To throw a ball underarm, by aiming - To catch a ball - To kick a ball with appropriate power and accuracy around a simple obstacle course. - To roll and receive a ball with accuracy - To develop overall body strength, balance and agility when playing alone or in a group	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as: running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	- To use a range of tools (e.g. scissors, paintbrushes, hole punches) - To use scissors to cut lines and shapes - To develop hand strength (dough-disco) - To use tweezers to transfer objects and thread small beads - To make marks with control to represent writing	- To hold scissors correctly and cut straight/curved lines - To use a tripod grip, when using any mark making tool - To write letters, using the correct letter formation - To accurately draw lines, circles and shapes when drawing - To hold a knife and use it to cut some foods	- To hold scissors correctly and cut circles - To use small pegs - To write letters, using the correct letter formation - To independently use a knife, fork and spoon to eat a range of meals	- To hold scissors correctly and cut zig zag lines and squares - To write letters using the correct letter formation, and to be able to control the size of the letters	- To hold scissors correctly and cut more complex shapes - To paint using thinner brushes - To write letters using the correct letter formation, control the size of the letters and think about where the letters sit on the given line	- To hold scissors correctly and cut more complex shapes - To create drawings, with details - To begin to form capital letters. - To be confident in their skills as a writer.	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 hold a fork and spoon correctly • To be able to do my zip						
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Progression of Literacy

Literacy: Children in Reception are taught Literacy daily, and all learning stems from a high-quality text that is linked to our half-termly topics.

Phonics: In addition to their daily Literacy Session, the children also have a daily Phonics Session. At Abingdon Primary School, we follow the 'Read Write Inc' Phonics Scheme. Following four weeks of whole class teaching in Autumn 1, the children are assessed and put into progress groups, to ensure they are working at their challenge level. Children are re-assessed and re-grouped at the end of each half term (or sooner, if rapid progress is made).

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	- To look at books independently, holding them the correct way and turning pages - To listen carefully to a story and join in with repeated refrains - To identify the main characters in a story and talk about what happens. - To sequence three or more events from a story - To answer 'who', 'what' and 'where' questions about a story (Blanks Level 1-2)	- To answer 'when' and 'what happened' questions (Blanks Level 3) and begin to answer 'why' questions about a story (Blanks Level 4) - To talk about the characters in the books they are reading, describing what they are doing and how they might be feeling. (Blanks Level 3) - To identify and describe the setting for a story - To recreate a story using key points in their own play - To enjoy an increasing range of books (including: fiction, non-fiction, poems)	- To answer 'why' questions and begin to answer 'how'/'how do you know' questions about a story (Blanks Level 4) - To talk about what they have heard, by retelling a story in their own words - To identify the problem in a story and begin to think about possible solutions - To enjoy an increasing range of books including non-fiction texts about jobs and people who help us.	- To make predictions about what may happen next (Blanks Level 3) - To begin to answer questions about what they have read when reading independently	- To answer a range of questions about stories they have heard (including Blanks Level 4 questions) and answer Blanks Level 1-3 questions about what they have read independently. - To use vocabulary in context that is influenced by their experiences of books and topics	- To answer a range of questions about what they have read - To show understanding of what a story is, by discussing characters, events and settings - To know that information can be retrieved from books - To use vocabulary that is influenced by their experiences of books and topics	Demonstrate an 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.
RWI Group Expectations	End of Aut1: Group B	End of Aut2: Group C	End of Spr1: Ditty	End of Spr2: Red	End of Sum1: Green	End of Sum2: Purple	Say a sound for each letter in the alphabet and at least 10 diagraphs.
Word Reading	- To recognise and say the first 16 Set 1 Sounds: m a s d t i n p g o c k u b f e - To hear and identify the initial sounds - To orally blend cvc words (Fred talk) - To recognise their own name	- To recognise and say all Set 1 Sounds: m a s d t i n p g o c k u b f e l h r j v y w z x - To blend sounds together to read cvc words, using taught sounds (Fred Talk, Read the Word)	- To recognise and say all Set 1 Sounds, and the following Set 1 Special Friends: sh, ch, th, qu, ng, nk - To blend sounds together to read words containing taught Set 1 special friends (Special friends, Fred Talk, Read the Word)	- To recognise and say all Set 1 Sounds, and all Set 1 Special Friends: sh, ch, th, qu, ng, nk, ff, ll, ss, ck - To blend sounds together, to read words containing 4/5 sounds - To read simple phrases and sentences	- To recognise and say all Set 1 Sounds and Special Friends, and the following Set 2 Special Friends: ay, ee, igh, ow, oo, oo - To blend sounds together to read words containing taught Set 2 Special Friends - To read simple phrases and sentences	- To recognise and say all Set 1 Sounds and Special Friends, and all of the Set 2 Special Friends: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy - To read sentences, that include known sounds and red tricky words - To know the following 'red tricky words': I,	Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	- To develop their phonological awareness, so they can: - Spot rhymes - Count syllables in words - To know how to handle a book correctly		To know the following 'red tricky words': I, the	To know the following 'red tricky words': I, the, to, into	To know the following 'red tricky words': I, the, to, into, no, go, so	the, to, into, no, go, so, he, she, me, my, of	
Writing	- Oral composition: To use talk to link ideas - To draw lines and circles - To write their own name, with support of their name card - To give meanings to the marks they make - To write initial sounds, using a sound mat - To understand a range of print formats and use them in their play (e.g. menus, orders, shopping lists)	- Oral composition: To use I can see sentences to talk about what they can see. - Oral composition: To retell simple stories using picture prompts to support recall - To write their name independently - To write initial sounds, independently - To begin writing cvc words, by writing the sounds they can hear in words. - To begin to form letters correctly	- Oral composition: to orally sequence events and give instructions for familiar routines such as brushing our teeth. - Oral composition: to orally use "because" to explain why. - To write cvc words independently - To begin to write words containing taught special friends, with support. - To begin to write dictated sentences with support - To continue to practise letter formation, so letters are formed correctly	- Oral composition: Compose and hold short phrases for writing - To write cvc, and words containing taught special friends, independently - To begin to write cvcc words with support - To write simple dictated phrases and sentences (e.g. It is hot.). - To continue to practise letter formation, so letters are formed correctly	- Oral composition: Compose and hold short sentences for writing - To write some cvcc words independently - To make phonetically plausible attempts when writing more complex words - To write simple sentences including dictated sentences - To write simple instructions (e.g. How to plant a sunflower seed) - To know how to form all letters correctly	- Oral composition: to orally compose a simple story - To write simple sentences that can be read by others. - To re-read what they have written, to check it makes sense. - To know how to correctly form some capital letters	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.

Progression of Mathematics

Children in Reception are taught Maths daily. In Reception we use the NCETM Mastering Number Programme as the basis of our maths lessons. This programme is designed to develop the children's 'number sense' and fluency skills, ready for Year 1. Problem solving is woven throughout all Mastering Number lessons. In addition, learning about shape, space and measure is delivered weekly using the White Rose Reception Maths planning.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	- To recognise numbers 1-3 - To subitise 1-3 - To identify a smaller group within a larger group (for example 3 as 2 and 1). - To explore the composition of numbers 1-4 - To know how to use fingers to represent quantities to 5.	- To recognise numbers 0-5 - To begin to subitise 1-5 - To explore the composition of numbers 4 and 5 - To begin to recall some number bonds to 5 (e.g. 1+4, 3+2, 5+0) - To begin to explore the concept of parts and wholes	- To recognise numbers 0-8 - To subitise 1-5 including using dice patterns - To explore composition, using Part-Part Whole Models - To continue to develop understanding of composition to 5 so that they begin to be able to identify missing parts for numbers within 5 - To explore the composition of 6 and 7 including as "5 and a bit" - To begin find one more than a number within 8 - To match numerals to quantities (1-10)	- To recognise numbers 0-10 - To explore the composition of 7 - To find one more than a number within 8 - To begin to be able to recall some number facts including number bonds to 5	- To recognise numbers 0-15 - To explore the composition of 10 - To automatically recall number bonds to 5 and some number bonds to 10 (e.g. 1+9, 10+0, 5+5) - To find one more than a number within 10 - To find one less than a number within 10 - To represent numbers within 10 using a Rekenrek. - To use perceptual subitising to subitise up to 6 (including in structured arrangements)	- To recognise numbers 0-20 - To automatically recall number bonds to 5 - To automatically recall some number bonds to 10 - To know doubling facts to 10 - To know addition and subtraction facts (within 10)	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 double facts.
Numerical Patterns	- To compare sets using the language "more than" and "fewer than" - To compare quantities within 3 - To count to 5 - To count objects and know that the last number said gives the number in the entire set.	- To verbally count to 10 - To compare quantities within 5 - To compare equal and unequal groups	- To count beyond 10 - To count objects to 10 - To compare quantities to 8 - To order numbers to 8 - To compare sets and identify when sets are equal. To explore ways to making unequal sets.	- To verbally count to 20 - To count backwards from 10 - To use the "staircase" pattern to further develop understanding of the counting sequence - To compare quantities within 10	- To verbally count to 20 - To order sets of objects and compare quantities and numbers - To develop counting skills to count larger sets and things that cannot be seen.	- To count beyond 20 - To know odd and even numbers - To double numbers within 10 - To compare sets of objects or quantities and continue to develop a sense of magnitude (e.g. know that 8 is quite a lot)	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

	- To count objects and actions. When counting objects counts with 1:1 correlation - To match and sort different objects and patterns		To understand the one more than relationship between consecutive numbers	- To explore doubles (within 10) - To explore odd and even numbers (within 10)		more than 2 but 4 is only a little bit more than 2)	quantities can be distributed equally.
Shape, Space and Measure	- To being to explore size, mass and capacity, making comparisons between two or more examples. - To continue simple AB patterns - To copy a simple AB pattern - To create a simple AB pattern - To learn to recite the days of the week	- To identify and name 2D shapes (triangle, circle, square and rectangle) - To explore the properties of 2D shapes - To recognise 2D shapes in the environment. - To learn to recite the days of the week	- To compare mass using language heavier than and lighter than - To compare capacity - To compare length using longer and shorter and to compare height using taller and shorter. - To order objects by length and height - Begin to understand yesterday, today and tomorrow.	- To identify and name 3D shapes (cylinder, cube, sphere, cuboid) and talk about their properties - To explore the properties of 3D shapes. - To identify, copy and continue more complex patterns (ABBC, non-linear patterns) - Begin to understand yesterday, today and tomorrow.	- Select, rotate and manipulate shapes in order to develop spatial reasoning skills - To compose and decompose 2D shapes in order to recognise that shapes can sometimes contain other shapes. - To know and use positional and directional language: forwards, backwards, sideways, through, above, below, opposite	Consolidation of all previously taught content	

Progression of Understanding the World

Understanding the World involves guiding the children to make sense of their physical world and their community. Reception children have a weekly UTW session, where the children are taught key knowledge and vocabulary, which can be built upon when they move into KS1 and are taught RE, History, Geography and Science discreetly.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	To begin to make sense of their own life-story and family's history	- To know about events in the past – how and why do we commemorate (Remembrance Day) - To use the language: today, tomorrow, yesterday, now, then	- To talk about the lives of the people around us - To know that the emergency services exist and what they do - To know about figures from the past (Florence Nightingale and Neil Armstrong)	To know about figures from the past (Mary Anning)	- To know how I have changed. - To understand that adults are older than them, so were born before them - To know some similarities and differences between things in the past and now (Toys in the Past) - To know about recent changes in the Royal Family (Queen Elizabeth II and King Charles)	To comment on images of familiar situations in the past (finding out about the Wright Brothers and planes in the past)	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	- To know about family structures and talk about who is part of their family - To identify similarities and differences between themselves and peers - To know the name of our school and that is located in Reddish - To know about features of the immediate environment and use language to name local places	- To talk about the Christmas Story and how it is celebrated. - To talk about Diwali and how Hindu's celebrate - To know that people around the world have different religions - To recognise that people, have different beliefs and celebrate special times in different ways (Diwali, Christmas Story, Birthdays, Hannukah) - To talk about Bonfire Night and how I can keep myself safe.	- To know about people who helps us within the local community. - To name and describe people who are familiar to them (e.g. Emergency Services, teachers, hairdressers) - To talk about Lunar New Year and how it is celebrated.	- To know that there are different countries in the world and talk about differences (UK vs. South Africa) - To listen and new learn vocabulary, naming a larger bank of places in this country and worldwide. - To talk about Easter and know how Christians celebrate it - To talk about Holi and know how Hindu's celebrate it.	- To talk about Eid/Ramadan and how Muslims celebrate it - To talk about Wesak and how Buddhists celebrate it. - To talk about St George's Day and how this is celebrated	To compare and contrast characters from stories, including figures from the past	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between 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.

		To name some different places of worship (e.g. Mosque, Church, Temple, Synagogue)					
The Natural World	- To know about and recognise the signs of Autumn - To identify the weather and explore the outdoor environment - To know how the natural world changes (e.g. leaves fall off) - To explore the local area, looking at maps and aerial views	- To identify similarities and differences between life in this county and the Arctic. - To recognise that some environments are different from the one in which they live.	- To know about and recognise the signs of Winter - To know how materials can change from one state to another (melting and freezing) - To know about space and name some planets	- To know about and recognise the signs of Spring. - To understand the need to respect and care for the natural environment (e.g. plastic pollution) - To recognise that some environments are different from the one in which they live (UK vs South Africa) - To know and talk about different habitats and animals that live within them. - To know what a herbivore and carnivore is, and give some examples.	- To understand the key features of the life cycle of a sunflower - To know how to care for a growing plant. - To observe growth over time. - To name and describe familiar plants they might see outside. - To understand the life cycle of a butterfly	- To explore materials and talk about their properties. - To explore how different materials, sink and float. - To draw maps from real settings and imaginary story settings. - To draw simple information from a map	Explore the natural world around them, making observations and drawing pictures of animal and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Progression of Expressive Arts and Design

Creating with Materials: In Reception, children have daily access to the 'Craft Table', where they can safely use and explore a variety of materials, techniques, tools and mediums, independently. The children have a weekly EAD session, where specific skills are introduced and taught. Follow up activities are then put within the Continuous Provision, to allow the children to have a go and practise the taught skill.

Being Imaginative and Expressive: Children sing a variety of songs and nursery rhymes daily, and develop early musicianship, by exploring a range of percussion instruments, as part of our outdoor Continuous Provision. Additionally, the children are taught Music weekly, following the 'Charanga Scheme of Work' in line with Years 1-6.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	- To join materials using tape and glue - To use a variety of junk modelling materials to make something different - To draw and paint self-portraits with increasing detail (e.g. representing a face, with a circle) - To show different emotions in their drawings and paintings - To experiment with different mark making tools (pencils, crayons and wax crayons, paint) - To use scissors to cut lines and shapes - To print, using fruits and vegetables. - To explore paint, using paintbrushes and fingers - To use natural objects to create art (Andy Goldsworthy)	- To join materials using a flange join - To hold scissors correctly and cut straight/curved lines - To experiment with different mark making tools (felt-tip pens, chalk, paint, crayons) - To explore collaging, using tissue paper - To explore Rangoli patterns - To make a variety of different Christmas crafts, using taught skills (e.g. Christmas Cards, Christmas trees, snowmen)	- To join materials using an L-Brace join - To hold scissors correctly and cut circles, independently - To experiment with different mark making tools (chalk, paint, crayons, pencils, felt-tip pens) - To explore printing and mono-printing. - To explore threading, using string (dream catchers) - To use paint and chalk to make a Space Scene	- To join materials using a split pin join - To hold scissors correctly and cut zig zag lines and squares, independently - To experiment with different mark making tools (water colours, chalk, paint, crayons, pencils, felt-tip pens) - To explore paint, using sponges and water colours - To make using salt dough - To paint different animal skins and prints - To make a variety of Easter Crafts (e.g. Easter Cards, Easter Eggs, Chicks etc.)	- To know and name some primary and secondary colours - To explore colour and colour mixing - To hold scissors correctly and cut more complex shapes, independently. - To explore paint, using different utensils (e.g. forks) - To experiment with different mark making tools (oil pastels, water colours, chalk, paint, crayons, pencils, felt-tip pens) - To make observational drawings of plants and animals (e.g. blossom trees, sunflowers, butterflies) - To explore the work of Georgia O'Keefe and create pictures in a similar style	- To join materials using a tab join - To share their creations, talk about processes and evaluate their work - To make sock puppets for their fairy tale story - To use cooking tools safely and hygienically (making jam sandwiches and gingerbread men) - To explore, use and refine a variety of artistic effects, to express their ideas and feelings - To explore different ways of folding paper (paper aeroplanes) - To design and make, using a variety of junk modelling materials (boats) - To create collaboratively, sharing ideas, resources and skills. - To use technology safely	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 use some different apps (e.g. PicCollage, Animated Drawings)	
Being Imaginative and Expressive	- To engage in pretend play, using an object to represent something else, even though they are not similar - To tap a pulse, keep the beat and say names in time. - To create and perform rhythm patterns (red and yellow/cat and monkey) using body percussion and untuned instruments. - To sing alone and as part of a group - To move to a pulse, noticing changes in tempo - To maintain tempo and keep a steady beat - To follow a conductor - To sing with increasing confidence	- To watch dance performances and express their feelings and responses - To know and sing, the following Songs for our Christmas Sing-a-Long: - I hear Angels - Mary Had a Baby - When Santa Got Stuck Up the Chimney - Jingle Bells - We Wish You a Merry Christmas - Rudolph the Red Nose Reindeer	- To begin to develop complex stories, using small world resources - To explore instruments and see what sounds they can make - To learn how to control the sounds we are making and explore how to change dynamics and tempo. - To use percussion instruments to play the rhythm of their name - To create seasonal word rhymes - To be able to play simple cat and monkey rhythms notes using tuned percussions. - To perform word patterns on tuned and untuned percussions in groups	- To make imaginative and complex 'small worlds' with small world equipment, blocks and construction materials. - To explore instruments and see what sounds they can make - To learn how to control the sounds we are making and explore how to change dynamics and tempo. - To use percussion instruments to play the rhythm of their name - To create seasonal word rhymes - To be able to play simple cat and monkey rhythms notes using tuned percussions. - To perform word patterns on tuned and untuned percussions in groups	- Develop storylines in their pretend play - To copy simple rhythms - To play and sing together keeping a steady tempo - To understand and use dynamics - To listen and respond to sounds in local environment. - To create a soundscape - To retell a familiar story through music	- Develop storylines in their pretend play - To know and sing previously taught Nursery Rhymes and Songs - To sing in a group or on their own, increasingly matching the pitch and following the melody	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.