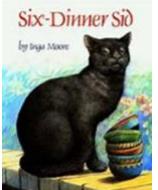
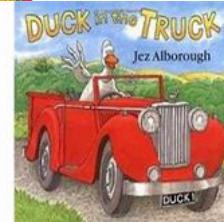
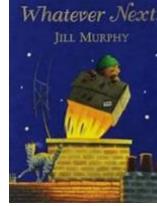
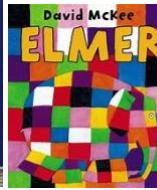
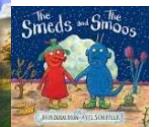
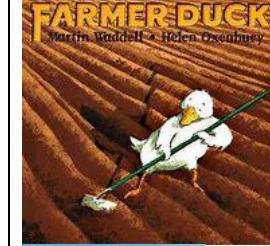
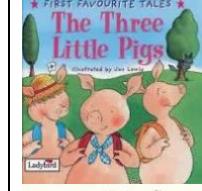
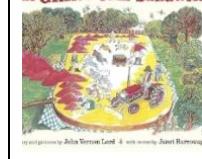
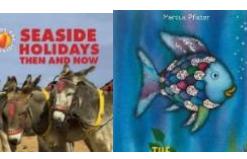


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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEMES	It's good to be me! (emotions- relationships, families)	Season (Weather/Harvest/ Celebrations)	Where do I live? (Journeys – world -Space)	Dinosaurs and Monsters	Down on the farm (food, animals, life cycles)	Beaches (rock pools- holidays)
Inspirational people	Julia Donaldson <u>Author</u> Tim Berners-Lee <u>Scientist</u>	Camille Saint-Saens <u>Classical Musician</u> Lewis Hamilton <u>Sports personality</u>	St Francis of Assisi <u>Religious leader</u> Ravi and Anoushka Shankar <u>Musicians</u>	Kathrine Johnson <u>Mathematician</u> Thomas Barnado <u>Campaigner</u>	Neil Armstrong <u>Explorer</u> Johan Gutenberg <u>Innovator</u>	Pablo Picasso <u>Artist</u> Jane Goodall <u>Campaigner</u>
Books	     	      	     			

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Communication and Language						
ELG <u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about 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. 						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Listening, Attention and Understanding</u>	To understand how to listen carefully. To understand why listening is important. To be able to follow instructions /directions	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures	To retell a story. To follow a story without pictures of props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth interactions.
Intent	Good sitting, Good listening, Good looking, rules, British values,fair	Join in, listen, respond, copy	Question, who, what, where, when, why and how.	Book, story, enjoy, tell, retell, characters, plot, what happens,	Teachers to model thinking out loud – I wonder why etc, to check understandfing	Talk, listen, my turn, your turn, speak, conversation
Vocabulary						
Implementation	Each day reference to school rules will be reiterated and praised	During positive/quality interactions, children will have discussions and be asked why and how questions in relation to their play. Opportunities will be given in play and class for children to respond	In continuous provision, adults will model and narrate play, interact, including questioning and different sentence types according to stage of children's development	Adults will read a range of books with humorous story lines		Quality interactions in the continuous provision to engage children in conversation, with adults and other children – encourage turn taking in talk and listening skills, adults modelling talking

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		to 2/3 stepped instructions				
Speaking Intent	To talk in front of a small group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning	To answer questions in front of a whole class. To use new vocabulary throughout their learning and play	To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.	To link statements and stick to a main theme. To use new vocabulary in a range of contexts. To engage in non-fiction books.	To share their work with others. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events	To talk to a range of adults around the school. To talk about why things happen To talk in sentences using a range of tenses.
Vocabulary						
Implementation	<p>Teachers to introduce new vocabulary weekly throughout the week during drawing club and linked to topics modelling/interactions etc- use vocab tiers to assess and extend vocabulary in play</p> <p>Use a range of books in drawing club/Eng. sessions and in cont prov – include non-fiction linked to themes and seasons.</p>					
Personal, Social and Emotional Development						
ELG	<p><u>Self - Regulation</u></p> <ul style="list-style-type: none"> • 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 activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • 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><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. 					

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<ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs 						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Self-Regulation</u> Intent Vocabulary- use words and phrases linked to emotions as they arise throughout the day Implementation – teachers to adapt teaching in the moment when needs and emotions arise.	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions. Feelings, emotions, safe, talk, choices, behaviour, thinking Use books (colour monster and SCARF materials) to teach children emotions	To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations. Feelings, emotions, safe, talk, choices, behaviour, thinking Teachers to create an environment where children feel safe – use reflective/restorative conversations to discuss behaviour changes.	To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.	To manage their feelings and emotions Feelings, emotions, safe, talk, choices, behaviour, thinking Teachers to create an environment where children feel safe – use reflective/restorative conversations to discuss behaviour changes.	To continue to learn how to manage and control their emotions using a range of techniques to continue to consider the needs and feelings of others. Feelings, emotions, safe, talk, choices, behaviour, thinking Teachers to create an environment where children feel safe – use reflective/restorative conversations to discuss behaviour changes. When and if appropriate teachers to introduce strategies to help children manage different behaviours, breathing, time in a calm space, a special object	To be able to maintain their focus during extended whole class teaching sessions and independent learning activities. Gradually and when developmentally appropriate, teachers are to lengthen inputs or stories for children to grow their attention span - praise good sitting and listening
<u>Managing Self</u> Intent To independently be able to – Use the toilet-Wash hands – Put coat on – Change shoes into wellington boots Safe, Kind, Ready	To have confidence to try new activities. To develop ability to follow the rules of the classroom – Safe, Kind, Ready	To begin to show resilience and perseverance when faced with a challenge. To independently manage to fasten a	To identify and name some healthy foods. To understand the importance of healthy food choices.	To show a good level of independence in their ability to manage their own basic needs. To independently put their uniform on	To show a 'can do' attitude to change and transition.	

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Vocabulary – use words of encouragement throughout year for children t Implementation	<p>To explore the Reception environment. To begin to understand the rules of a classroom – Safe, Kind, Ready.</p> <p>Teachers to promote independence at times such as yoga – shows and socks, playtime, forest school ties when children need to change.</p>	<p>Teachers to promote independence at times such as yoga – shows and socks, playtime, forest school ties when children need to change.</p>	<p>zipper on a coat. To independently manage to fasten button.</p> <p>Teachers to plan and deliver activities that are challenging for children and support them with their perseverance. Praise -</p>	<p>Food, groups, healthy, unhealthy, balance, fruit, vegetables</p> <p>Plan activities involving making/baking healthy food – fruit and vegetable tasting, talk about healthy and unhealthy choices, be sensitive to family circumstances.</p>	<p>including managing to fasten zippers, buttons and buckles with minimal support.</p> <p>Begin to get changed for PE – model to children folding uniform, placing in one area, knowing what ours is and what isn't</p>	<p>Grow, change, move on, excited, nervous, challenge,</p> <p>Teachers to talk to children about growing, moving on, becoming 'Year 1' plan in Transition events for year 1, meeting the teachers etc</p>						
	<p>Building relationships</p> <p>Intent</p> <p>To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.</p>	<p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.</p>	<p>To begin to work as a group with support from adults. To take turns during group work and when playing games together.</p>	<p>To listen to the ideas of others. To find solutions to disagreements, with support from adults.</p>	<p>To develop relationships with other adults around the school – to support transition. To communicate with a range of people within school.</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To have developed strong friendships</p>						
Vocabulary Implementation	<p>Share, take turns, fair, wait, help, play, teamwork, games, together, friend, collaborate</p> <p>Teachers to model and have positive meaningful interactions with children throughout the day – support those who need help with social skills, by playing alongside and narrating play and choices, set up activities that rely on children playing with another person and intervene when those children need support</p>											
Physical Development												
ELG Gross Motor Skills <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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, paintbrushes and cutlery. 												

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• Begin to show accuracy and care when drawing						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Gross Motor skills</u>	To move safely within a given space. To stop safely. To develop control when using basic equipment e.g. scissors.	To run, change direction and stop on a given signal. To jump, hop, balance and move in a variety of ways with increasing control. Safe, walking feet, look, thumbs on top (scissor control) control, hold, grip	To demonstrate control over their body when moving around the hall. To create short sequences using shapes, balances and travelling movements. To developing rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through. Control, travel equipment, routine, safe, Karen Liddle school of dance – weekly sessions. Yoga sessions, access to equipment outside for children to make obstacle courses – adult to model and initiate then children to continue.	To move in time to a piece of music, following the rhythm and use counting to help keep in time. To copy and create actions in time to a piece of music. To communicate ideas through movement, demonstrating confidence and imagination. Music, rhythm, listen respond dance, imagine. Daily 30/30 sessions with a range of music and dancing Karen Liddle's dance	To play by rules given and develop co-ordination. To learn to play as a team To learn to play against an opponent. To follow instructions safely and carefully when playing team games. Team, play together, cooperation, win, lose	To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target. Target, score, hit, close, throw, catch, dribble, Teachers to practice sports day games with the children in preparation for the day, use coaches from Hartlepool united and High Tunstall to support.
<u>Fine Motor Skills</u>	To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools. To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper.	To hold a knife and fork correctly. To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line.	To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. To write taught letters using correct letter formation.	To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed. Hold, tripod grip, write, marks, meaning, pinch, thread, snip, pegs,	To hold scissors safely and correctly and cut out various materials. To paint using thinner brushes. To form letters using the correct letter formation and control the size of the letter,	To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals.

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	<p>To use tweezers to transfer objects.</p> <p>To make points in playdoh by pinching.</p> <p>Hold, grip, write, marks, meaning, pinch, thread, snip,</p> <p>Adults to support and encourage correct grip when using a variety of tools. Access to said tools available in continuous provision and to be explicitly taught during adult led activities eg, dough disco, threading patterns, tweezers to pick up items to count in maths</p>	<p>To use a tripod grip when mark making. To write taught letters using correct letter formation.</p> <p>Hold, grip, write, marks, meaning, pinch, thread, snip, cut zig, zig, straight</p> <p>Adults to plan opportunities to use cutlery – pumpkin soup – baking, etc</p> <p>Adults to support and correct pencil grip during handwriting lessons and as and when noticed throughout the school day.</p>	<p>Hold, tripod grip, write, marks, meaning, pinch, thread, snip, pegs,</p> <p>Continue to refer to letterjoin scheme and LW phonics scheme for letter formation and handwriting practise</p> <p>Plan and provide tasks for children to complete independently, correcting grip at point of notice.</p>	<p>Continue to refer to letterjoin scheme and LW phonics scheme for letter formation and handwriting practise</p> <p>Plan and provide tasks for children to complete independently, correcting grip at point of notice.</p>	<p>considering where they sit on the given line.</p> <p>Hold, tripod grip, write, marks, meaning, pinch, thread, snip, paint, water colour, neat, lines</p> <p>Adults to provide lined paper in the continuous provision, to enable children to apply skills taught in sessions. Introduce water colour paint tins and thin brushes to support fine motor and precision. Art activities using a variety of materials to cut and collage with</p>	<p>Hold, tripod grip, write, marks, meaning, pinch, thread, snip, paint, water colour, neat, lines</p> <p>Adults teach children to use pencils and tools for drawing with detail, provide items in environment for children to draw.</p>
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Literacy						
ELG						
Comprehension						
<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 						
Word Reading						
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 						
Writing						
<ul style="list-style-type: none"> 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. 						

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Comprehension</u>	To use pictures to tell stories.	To sequence familiar stories.	To role play and act out stories they have heard.	To begin to predict what might happen next in a story.	To begin to answer questions about what they have read.	To answer questions about what they have read.
Intent	To listen to stories read and engage in story time.	To join in with repeated phrases and actions in stories.	To begin to understand the sequence of a story, identifying the	To suggest what might happen at the end of a		

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Vocabulary Implementation	<p>To independently look at a book, holding it the correct way and turning pages carefully.</p> <p>Listen enjoy, story, book, pages share</p> <p>English lessons to include some images from stories for children to retell and use in play. Access to books readily available in continuous provision and daily readers, group reading to start.</p>	<p>To begin to answer questions about stories read to them.</p> <p>To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</p> <p>Listen enjoy, story, book, pages share</p> <p>English lessons to include some images from stories for children to retell and use in play, A range of books to be introduced to children and made available</p>	<p>beginning, middle and end.</p> <p>Story plot, what happens, characters</p> <p>Make props and puppets available in the provision for children to use – adults to model retelling of stories – use puppet theatres, create shadow puppets</p>	<p>story. To retell a story they have heard. To follow a story without pictures of props.</p> <p>To identify and talk about the characters in books they are enjoying listening to or reading.</p> <p>Story plot, what happens, characters, retell, act</p> <p>Make props and puppets available in the provision for children to use – adults to model retelling of stories – create story telling stage outside and use chair and seats to become a story teller in garden</p>	<p>To use vocabulary that is influenced by their experience of books.</p> <p>Who, what, where , what, how</p> <p>Teachers carefully choose planned vocabulary from books for Drawing club and adults model using this in everyday play and conversations.</p> <p>Adults to reiterate use of chosen vocab during play</p>	<p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question.</p> <p>Fact, true, information, answer, question,</p> <p>Use non- fictions books about the farm and seaside for children to find out answers to questions – have a question a day in class for children to come up with and find the answer together</p>
<u>Word Reading</u> Intent Vocabulary Implementation	<p>To recognise their written name.</p> <p>Daily self registration –</p> <p>Follow with fidelity, the Little Wandle scheme planning for reading.</p> <p>Display word in classroom as stated in LW scheme – tricky words</p> <p>Make age and stage relevant books available for children in school and to share at home.</p>					
<u>Writing</u> Intent Vocabulary	<p>To copy letter shapes which are familiar to them e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p>	<p>To write their name. To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p>	<p>To form lower case letters correctly, from the correct starting point.</p> <p>To begin to write sentences using finger spaces.</p>	<p>To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full</p>	<p>To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence. To begin to read their</p>	<p>To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop. To begin to read their written work back and check for meaning.</p>

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Implementation	To write the initial sounds in words Vocabulary to be planned and taught linked to drawing club focus – teach with actions and enthusiasm, adults to encourage use of new vocabulary throughout week and in their independent play. Topic books and books from spine to be used during drawing club and English lessons – feeding into writing from children's ideas	To begin to write captions using taught sounds. Vocabulary to be planned and taught linked to drawing club focus – teach with actions and enthusiasm, adults to encourage use of new vocabulary throughout week and in their independent play.	To spell words using taught sounds. Vocabulary to be planned and taught linked to drawing club focus – teach with actions and enthusiasm, adults to encourage use of new vocabulary throughout week and in their independent play.	stops. To spell words using taught sounds Vocabulary to be planned and taught linked to drawing club focus – teach with actions and enthusiasm, adults to encourage use of new vocabulary throughout week and in their independent play.	written work back and check for meaning. Vocabulary to be planned and taught linked to drawing club focus – teach with actions and enthusiasm, adults to encourage use of new vocabulary throughout week and in their independent play.	Vocabulary to be planned and taught linked to drawing club focus – teach with actions and enthusiasm, adults to encourage use of new vocabulary throughout week and in their independent play.
Handwriting scheme (Letterjoin) to be followed	Follow the Little Wandle scheme planning for writing to teach formation, using memorable phrases. Discrete English lessons with drawing club, and activities that help children develop orally constructing ideas then writing – label characters from story	Follow the Little Wandle scheme planning for writing to teach formation, using memorable phrases. Discrete English lessons with drawing club, and activities that help children develop orally constructing ideas then writing – labels and captions	Follow the Little Wandle scheme planning for writing to teach formation, using memorable phrases. Discrete English lessons with drawing club, and activities that help children develop orally constructing ideas then writing – captions with finger spaces	Follow the Little Wandle scheme planning for writing to teach formation, using memorable phrases. Discrete English lessons with drawing club, and activities that help children develop orally constructing ideas then writing – short sentences- full stops	Follow the Little Wandle scheme planning for writing to teach formation, using memorable phrases. Discrete English lessons with drawing club, and activities that help children develop orally constructing ideas then writing – short sentences- full stops	Follow the Little Wandle scheme planning for writing to teach formation, using memorable phrases. Discrete English lessons with drawing club, and activities that help children develop orally constructing ideas then writing – short and longer sentences- capital letters, full stops
<u>Independent Extended Writing expectation</u> Aut – cvc words/labels Sp – 1 simple sentence Sum – 2 sentences	CVC words Labels 1 x recount	2 x recount 2 x story 1 x information	2 x recount 2 x story 1 x information	2 x recount 2 x story 1 x information	2 x recount 2 x story 1 x information	2 x recount 2 x story 1 x information
Mathematics	ELG Number • 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 • 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.					

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Shape, Space and Measure						
– there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Number</u>	To recognise numbers 1-5.	To begin to subitise to 5.	To understand the concept of zero.	To recognise numbers 6-10. To begin to subitise to 10.	To recognise numbers to 20. To revise pairs of numbers which equal 5.	To know addition and subtraction facts to 10.
Intent	To explore the composition of numbers to 5.	To match the written numeral to a quantity to 5.	To find one more of numbers to 10.	To find one less of numbers to 10.	To continue to practise recalling pairs of numbers that make 10.	To recall double facts to 10. To explore how to make numbers above ten using tens and ones
<u>Vocabulary</u>	To find one more of numbers to 5.	To find one less of numbers to 5.	To explore the composition of numbers to 10.	To match the written numeral to a quantity to 10.	0-20 Numeral, writing, more, less, add, subtract make 5, 10, double, pair,	Numeral, writing, more, less, add, subtract facts make 5, 10, double, pair, tens, ones, teen
Implementation	To know addition facts to make 5.	Numbers 1-5, subitise, what do you see? Numeral, writing, more, less, add, make 5, Follow white rose maths units	To continue to recall addition facts that make 5 and identify the subtraction facts.	To estimate a number of objects.	Follow white rose maths units	Follow white rose maths units
	Extend activities into the provision for children to consolidate and apply taught skills though play and adult modelled activities – use 5 frames, loose parts, counting and dice games.		To practise pairs of numbers that make 10. To begin to learn double facts.	Zero 0 numbers 6-10 subitise, what do you see? Numeral, writing, more, less, add, subtract make 5, 10, double, pair, estimate, good guess	Extend activities into the provision for children to consolidate and apply taught skills though play and adult modelled activities – use 5/10 frames, loose parts, counting and dice games, doubling games	Extend activities into the provision for children to consolidate and apply taught skills though play and adult modelled activities – use 5/10 frames, loose parts, counting and dice games, doubling games
<u>Numerical Patterns</u>	To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5.	To count to 15. To count given objects up to 10. To order numbers to 10. To compare quantities to 10. Find the missing number from a number line.	To understand the difference between odd and even numbers to 10. To combine two groups of objects by counting all of them together.	To add two given quantities to find the total.	To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers.	
Intent	To compare equal and unequal groups.	Order, compare, quantities, missing	To take objects away and count how many are left.	To subtract a one digit from another one digit number. To count to 20. To order numbers to 20. To double numbers up to 10.	To find half of numbers up to 10. To share quantities equally. To combine groups of 2, 5 and 10s.	
<u>Vocabulary</u>	To count forward to 5 and then to 10.			Add, how many, total, subtract, left, order, double	Add, how many, total, subtract, left, order,	
Implementation	To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.					
	More, less, objects, amount, compare, equal, unequal, same, forward, backward, order					
	Use white rose maths units					
	Extend learning to continuous provision –					

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	Adult led activities- loose part comparing more less – home corner activities – link to stories – Tiger who came to tea etc	Use white rose maths units Outside environment – washing line of numbers – order, what is missing	Odd, even, take away, subtract, move, how many left Use white rose maths units Odd and even activities in provision	Use white rose maths units	double, half, share, equally, same, Use white rose maths units Reiterate language in provision ,sharing while playing, making things fair	
<u>Shape, Space and Measure</u> Intent	To sort objects against given criteria. To compare capacity, length, height and size. To complete a repeating pattern of 2 objects or colours. To recognise and name circle, square, rectangle and triangle. To begin to explore the properties of 2D shapes. To make shape pictures. To order days of the week. To sequence daily event using words related time.		To measure height using cubes. To measure length using cubes. To begin to recognise times on the clock to o'clock. To begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder. To begin to explore the properties of 3D shapes. To complete a repeating pattern with more than 2 variables of objects or colours.			
<u>Vocabulary</u>					High, height, highest, long, longest, length, cubes, more, less compare, difference, same, time clock, o'clock, hour, half past, 3d shapes and names, pattern, repeat,	
<u>Implementation</u>	Sort, group, pattern repeating, measure, capacity, height, size, length, days of the week, shape names, time, Use white rose maths units, adding enhancement and challenges into the continuous provision for explicit teaching to be applied – a range of jugs and measuring equipment in water, sand. 2d shapes for creating pictures – on light box, in creative area, large shapes outside, etc				White rose maths units, cubes, blocks shapes etc in provision, clocks, planned activities in the areas to aid application.	
<u>Understanding the world</u>						
ELG						
Past and Present						
<ul style="list-style-type: none"> • 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 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						
<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 						
The Natural World						
<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their 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. 						
Technology	– There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision. They will recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.					
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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<u>Past and present</u> Intent Vocabulary Implementation	To be able to identify how they have changed from when they were a baby. To talk about the lives of the people around us. Family, home, safe, live, baby, grow, learn, develop	To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class Past, history, before, time, then, now, change	To know about the past through settings, characters and events encountered in books read in class and storytelling Past, history, before, time, then, now, change	Compare and contrast characters from stories, including figures from the past, drawing on experiences and what has been read in class. Past, now, compare, same, different, memory	To know about the past through settings, characters and events encountered in books read in class and storytelling Past, now, compare, same, different, memory Use Rec History books – Wilfrd Gordon, McDonald Partridge and memory bottles and focus of history discussions	
	Sharing pictures of their family – themselves as babies and the family that live with them – being sensitive to different home situations	Using books, artefacts and pictures as stimuli, children to discuss how and what changes have happened – homes, schools, toys, schools.	Using books, artefacts and pictures as stimuli, children to discuss how and what changes have happened – homes, schools, toys, schools.	Use Rec History books – Wilfrd Gordon, McDonald Partridge and memory bottles and focus of history discussions		
<u>People, Culture and Communities</u> Intent Vocabulary Implementation	To be able to talk about their own lives – my family, my school, my world. To recognise similarities and differences between themselves and their peers. To know the name of the town where they live. Town, Hartlepool, coast, Family, home, safe, live, baby, grow, learn, develop	To know about people who help us within the local community. To identify different celebrations and how people celebrate. To talk about how Hindus celebrate Diwali. To know the Christmas story and how it is celebrated. Celebration, culture different same, religion, Hindu Diwali, light,	Recognise that people have different beliefs and celebrate special times in different ways. To talk about Chinese New Year. Culture, different, similar, celebrate food, family, special. Use video clips to show families planning and celebrating Chinese New year – look at symbols, and importance of red/gifts etc – taste food and set up enhancements in home corner to mirror celebrations.	To know that Christians celebrate Easter Recognise that people have different beliefs and celebrate special times in different ways. Faith, religion, God, Jesus, Christmas, Easter, new life, Spring Discrete teaching of Easter story – Open the book – invite in Church group to talk about Easter and how families visit church	To know that simple symbols are used to identify features on a map. Draw information from a simple map Map, follow, place, simple symbols – road grass, trees, buildings, parks Show children a simple map of the school- what is this bit? How do you know? Extend to include the shops and car park – can children draw their own map? Of Farmer ducks farm?	Recognise some similarities and differences between life in this country and life in other countries. Place, country, world different, same, map, weather, season, Look at places in the world that are different from ours – link to jungle and animal theme – look at lives of children in those places – things that are similar or different.
	Draw pictures of their house- who lives there? What is it like in their street – how do they get to school? What do they see on the way?	Discrete teaching about Diwali – enhancements in the provision linked to celebrations- rangoli patterns, dances, clothes etc				

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<u>The Natural World</u> Intent Vocabulary Implementation	To describe what they can see, hear, smell and feel when they are outside. To identify and recognise the features of Autumn. To identify and recognise the features of Winter To identify and recognise the features of Spring. Season, autumn, winter, spring, changes, weather, temperature, Keep a weather record and comment on changes – daily as part of morning routine. Go on regular walks to discuss sights, smells, feelings, -use the forest school Autumn and winter books to be shared and enhancements to provision linked to seasons – leaf pictures, winter sensory and fine motor activities.	To know features of their own immediate environment. To know there are many countries around the world. To talk about a simple map and draw information from it. Map, follow, village, town, city, school, near, far, Use themed books – where the wild things are and whatever next to create imaginary maps. Look at images of the school and what is around, close by.	To identify the features of a woodland and identify the animals that live there. To know and compare habitats. Nature, habitats, homes, live, features, suitable, woodland creatures Nature videos and books to explore different habitats, use forest school to find and make habitats for different animals. Introduce small world woodland creatures and natural resources as provocations	To identify and recognise the features of Summer. To know and compare habitats.. To know about the features of the world – forests, rainforests, jungles, deserts and oceans. Season, autumn, winter, spring, changes, weather, temperature, Use globe and world maps to identify hot and cold places, remind of habitats, what animals live in these places? What is our summer like? Keep weather diary – clothes for summer travel – beach trip
Technology Intent Vocabulary Implementation	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons. Introduce iPad to groups of children to show the numbots homework site	To learn about e-safety. To draw pictures on the IWB and be able to select colours. Use the large interactive white board in the continuous provision, encourage children to choose different colours, and how to move on to the next page.	To use the iPad to take pictures. To draw pictures of the IWB and be able to select colours and change pen size. During activities linked to space and themes books – choose children to take images of children completing activities – to show the rest of the class and discuss what we did	To explore how the Beebots work. Teach specific skills to program the Beebots in small groups – link to topic – beebot travel around farm yard, draw map and discuss
Expressive Arts and Design				
ELG Creating with Materials				

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<ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. 				
Creating with materials				
Intent	To name colours.	To experiment with different mark making tools such as art pencils, pastels, chalk.	To use materials to explore sculpture.	
Vocabulary	To create simple representations of people and objects. To explore different techniques for joining materials. To draw and colour with pencils and crayons. To experiment with colouring mixing. To use colours for a particular purpose. To use some cooking techniques – pumpkin soup	To explore a range of materials. To continue to explore joining techniques for a range of materials. To use collage materials and different textures t To use some cooking techniques – Easter nests and pancakes. Material, texture, feel, rough, smooth, thick, cutting, stick, join, pin, glue, mixing, stir, melt, cool, hard, solid, Rotate access to materials in the continuous provision Space pictures with bicarb, etc chalk, black paper	To explore the work by the artists Andy Goldsworthy (natural art) and Giuseppe Arcimboldo (fruit artwork). To be able to identify texture, shape and colour. To experiment with printing techniques. To share creations, talk about process and evaluate their work. To adapt work where necessary. To explore the work by the artists Picasso To design and make models with a purpose. Print, fruit, draw, sketch, observe, art, artist, famous, Explicitly teach sketching skills and encourage chn to continue on environment- provide access to materials and images of artist work to compare and recreate.	
Implementation	Colour, mix, change, new, stir, cutting, stick, join, pin, glue, scooping, boiling, Discrete teaching of colour mixing in small groups, using a range of paints – powder, liquid etc Access to resources in cont provision for children to practise and apply skills. Making pumpkin soup			
Being imaginative and Expressive				
Intent	To experiment with different instruments and their sounds. To talk about whether they like/dislike a piece of music. To create musical patterns using body percussion.	To join in with whole school singing assemblies. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories.	To join in with whole school singing assemblies. To create own compositions using xylophones.	
Vocabulary	To use costumes, songs and resources to act out the Nativity. Musician, music, song, tap, beat, instrument, chime, stop, pause nativity, perform, like, dislike Tees Valley Music weekly lessons to introduce different music, singing, rhythm and rhyme, instrument use throughout the year.	 Perform, song, assembly, together, choir, dance, listen, in time	 Musician, music, song, tap, beat, instrument, chime, stop, pause nativity, perform, like, dislike	
Implementation	Christmas nativity – learn and practise new songs, and perform to an audience on the stage. Inspirational person – Camille Saint - Saens	Karen Liddle school of dance – weekly for children to learn to move and follow instructions to different music. Tees Valley Music sessions	Whole class assemblies weekly. Learn practise and perform sings for end of year production. Tees Valley Music Access to musical instruments in the continuous provision to apply the skills from Tees Valley Music session.	

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