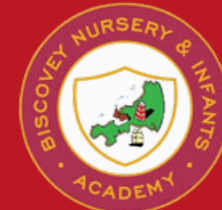


# RECEPTION SKILLS PROGRESSION



## **Communication and Language (Listening, Attention and Understanding, Speaking)**

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Engage in non-fiction books.
- Engage in story times.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## **Personal, Social and Emotional Development. (Self-Regulation, Managing self, Building Relationships)**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

## **Physical Development (Gross Motor Skills, Fine Motor Skills)**

- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity
  - healthy eating
  - toothbrushing
  - sensible amounts of 'screen time'
  - having a good sleep routine being a safe pedestrian
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes
  - personal hygiene

## **SPRING TERM RECEPTION**

## **Literacy (Comprehension, Word Reading, Writing)**

- Read some letter groups that each represent one sound and say sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## **Expressive Arts and Design (Creating Materials, Being Imaginative)**

- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.
- Create collaboratively sharing ideas, resources and skills.
- Watch and talk about dance and performance art, expressing their feelings and responses.

## **Mathematics (Number, Numerical Patterns)**

- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-10.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

## **Understanding of the World (Past and Present, People, Culture and Communities, The Natural World)**

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.
- I can draw information from a simple map.