

Reception Progression of Skills Over View 2022-2023

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Stories	Gingerbread Man Rosies Walk – link to UTW A great big Cuddle James and John Bible story	Gingerbread Man The Christmas Story Babushka	The Naughty Bus On the road with Maris and Marg You can't take an Elephant on a bus The Lost Sheep	The Journey home The way back home Home The Good Samaritan	Hey Doggy Jesus and the storm	Supertato Even Supertato have a bad day Superduck Daniel and the Lions
Core Rhymes	Hickory Dickory Dock	Sing a song of sixpence	London Bridge is falling down	Mary Mary quite contrary	Grand old Duke of York	Jack and Jill
Enrichment Activities	Making Gingerbread men – kitchen staff to help Harvest Festival Christmas song time with families		Search and Rescue visit Community visitor		Visit to Fordhall farm Family art session	
SMSC	<p><u>Spiritual (links to KW, EAD and CoEL)</u></p> <ul style="list-style-type: none"> Being reflective about their own beliefs, religious or otherwise. Being interested in and showing respect for different people's faiths, feelings and values. Showing a sense of enjoyment and fascination in learning about themselves, others and the world around them Using their imagination and creativity in their learning Being willing to reflect on their experiences. <p><u>Moral (links to PSED)</u></p> <ul style="list-style-type: none"> Being able to recognise the difference between right and wrong and begin apply this understanding in their own lives. Following Golden Rules and why it is important in Nursery. Understanding of the consequences of their behaviour and actions. That being unkind can make a friend sad, that sharing can make play more enjoyable. Being interested in investigating and offering views about issues that arise eg a broken toy or an accident. Being able to listen to and understand the viewpoints of others on these issues. <p><u>Social (links to PSED and KW)</u></p> <ul style="list-style-type: none"> Using a range of social skills in different contexts, for example working and socialising with a variety of other pupils Showing a willingness to participate in a variety of groups, including cooperating well with others and being able to resolve conflicts effectively Showing an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Beginning to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p><u>Cultural (links to EAD and KW)</u></p> <ul style="list-style-type: none"> Understanding and appreciating the wide range of cultural influences that have shaped their own heritage and those of others through stories, images, videos and play Showing an understanding and appreciation of the range of different cultures within school and further afield that reflect life in modern Britain. Understanding that we work together to decide on some outcomes. Being willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities. Being interested in exploring, understanding and showing respect for different faiths and cultural diversity <p>Understanding, accepting, respecting and celebrating diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>					
British Values British values are embedded across the school. They are actively promoted through spiritual, moral, social and cultural education . and form a part of our distinctive Christian character.	<p>Democracy – choosing what to play with and with whom as part of child initiated learning time. In our play taking turns, sharing, collaborating and making decisions together</p> <p>Rule of Law – Following Miss Beanie's golden Rules. Learning to manage our own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences.</p> <p>Mutual respect – Through he Jigsaw programme and the Golden rules, we will recognise and appreciate the qualities which make a good friend. We will share a range of shared stories to support this. Explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.</p> <p>Individual Liberty –We will build self-confidence and self-awareness. Explore the language of feelings and responsibility; reflect on differences and understand that we are all free to have different opinions, through a range of stories.</p>					

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<p>Communication and Language</p> <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions,</p>	<p>Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions.</p> <p>Speaking Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more.</p> <p>Speaking Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p>Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props.</p> <p>Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Children will use talk in sentences using a range of tenses.</p>
<p>Listening, Attention and Understanding: 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.</p> <p>Speaking: 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.</p>						
<p>Personal, Social and Emotional Development</p> <p>Children develop their personal, social and emotional skills throughout the year through My Jigsaw sessions, circle times, social stories,</p>	<p>Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p> <p>Jigsaw Being me in my world</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p> <p>Jigsaw Celebrating differences</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p> <p>Jigsaw Dreams and goals</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p> <p>Jigsaw Healthy me</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p> <p>Jigsaw Relationships</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p> <p>Jigsaw Changing me</p>
<p>Self-Regulation: 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.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						
<p>Physical Development</p> <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough),</p>	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>

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<p>mark making, construction, drawing, writing. Weekly PE sessions</p>	<p>Gross Motor: 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.</p> <p>Fine Motor: 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.</p>					
<p>Literacy</p> <p>Children will have daily Read Write Inc sessions</p> <p>Daily planned stories will take place</p> <p>Children will take sounds/words/books home weekly</p>	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <ul style="list-style-type: none"> Hear and say the initial sound in words Link sounds to letters Use vocabulary and forms of speech that are increasingly influenced by experience of books <p>Writing Children will give meanings to the marks they make.</p> <ul style="list-style-type: none"> Use knowledge of print Write some letters of own name Write some letters accurately Hear and use initial sounds Identify heard sounds Form lower case letters 	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <ul style="list-style-type: none"> Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences Enjoy an increasing range of books Read some common irregular words <p>Writing Children will form letters correctly</p> <ul style="list-style-type: none"> Use knowledge of print Write some letters of own name Write some letters accurately Hear and use initial sounds Identify heard sounds Form lower case letters <p>Writing outcome: Creating own drawings to represent the story and orally retell it. Children's drawings will be labelled with marks appropriate to their development stage</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Read and understand simple sentences Enjoy an increasing range of books Read some common irregular words <p>Writing Children will write words representing the sounds with a letter/letters.</p> <ul style="list-style-type: none"> Use knowledge of print Write some letters of own name Write some letters accurately Hear and use initial sounds Identify heard sounds Form lower case letters <p>Writing outcome - recount of the adventures of Naughty Bus and where he went</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <ul style="list-style-type: none"> Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Demonstrate understanding when talking to others about what they have read <p>Writing Children will write labels/[phrases representing the sounds with a letter/letters.</p> <ul style="list-style-type: none"> Use knowledge of print Write some letters of own name Write some letters accurately Hear and use initial sounds Identify heard sounds Form lower case letters <p>Writing outcome- writing their own retelling of the story.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <ul style="list-style-type: none"> Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding about what they have read <p>Writing Children will write words which are spelt phonetically.</p> <ul style="list-style-type: none"> Use knowledge of print Write some letters of own name Write some letters accurately Hear and use initial sounds Identify heard sounds Use full stop Form lower case letters <p>Writing outcome - orally retelling the story and writing a shortened version of the story.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <ul style="list-style-type: none"> Read and understand simple sentences (that include all taught graphemes) Read some common irregular words Demonstrate understanding about what they have read Read words with adjacent consonants <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p> <ul style="list-style-type: none"> Use knowledge of print Write some letters of own name Write some letters accurately Hear and use initial sounds Identify heard sounds Form lower and some upper case letters <p>Writing outcome - wanted poster with character description.</p>
<p>Comprehension: 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, non-fiction, rhymes and poems and during role play.</p>						

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<p>Word Reading: 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.</p> <p>Writing: 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.</p>						
<p>Mathematics</p> <p>Children will experience daily maths challenges</p>	<p>Number Children will have a deep understanding of 1-3.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p>	<p>Number Children will revise number bonds to 5.</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p>
	<p>Numerical Patterns Children will verbally say which group has more or less.</p>	<p>Numerical Patterns Children will compare equal and unequal groups.</p>	<p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p>	<p>Numerical Patterns Children will add and subtract using number sentences.</p>	<p>Numerical Patterns Children will share quantities equally.</p>	<p>Numerical Patterns Children will be able to count beyond 20 and higher.</p>
<p>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.</p> <p>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.</p>						
<p>Understanding the World</p> <p>Children will experience daily acts of Worship and weekly RE sessions</p> <p>Weekly forest school sessions will take place</p> <p>Weekly History/Geography/Science activities during CI learning</p>	<p>History: Past and Present Children will know about their own life story and how they have changed.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p>
	<p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p>	<p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p>	<p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p>	<p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p>	<p>Geography: People, Culture and Communities Children will know about people in other countries may speak different languages.</p>	<p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p>
<p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p>	<p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p>	<p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p>	<p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p>	<p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p>	<p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p>	
<p>RE: People, Culture and Communities What does it mean to believe? What do Christians believe? Do all people believe the same? Introducing Islam</p>	<p>RE: People, Culture and Communities Christmas Story</p>	<p>RE: People, Culture and Communities Islam</p>	<p>RE: People, Culture and Communities Lent; what actions can we do to help others who need help? Lent; what actions do Christians do to make themselves better for God What symbols help them to think about God? Easter</p>	<p>RE: People, Culture and Communities Where can Christians worship? – What is a church? Visit from the vicar</p>	<p>RE: People, Culture and Communities Who are special people and am I special?</p>	
<p>Past and Present: 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.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different 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.</p>						

The Natural World: 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.

<p>Expressive Arts and Design</p> <p>Weekly Charanga lessons</p> <p>Weekly art lessons</p>	<p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p>Charanga Unit 1 ME! Explore and Create through copycat rhythm games and listen to high and low pitch sounds. Singing – introduce, listen to and sing along with nursery rhymes. Add in actions to perform. Key Artists: Pharrell Williams, Peggy Lee & Stevie Wonders</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p>Charanga Unit 2 My stories. Explore and Create though finding a pulse to simple nursery rhymes, copycat rhythms, exploring high and low pitch using improvisation with voices and creating their own sounds using instruments. Singing - listen to and sing along with a variety of nursery rhymes. Key Artists: Elton John, Kiki Dee, MC Yogi, Earth, Wind & Fire and Michael Buble</p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p>Charanga Unit 3 Everyone! Explore and Create Finding a pulse to simple nursery rhymes, rhythms games. Singing – Share and Perform nursery rhymes with percussive accompaniment. Key Artists: The Jackson 5, Zain Bhikha, Mozart and Sister Sledge.</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p>Charanga Unit 4 Our World Explore and Create Finding a pulse to simple nursery rhymes and a variety of rhythms games. Exploring high and low pitch using improvisation with voices and creating their own sounds using instruments.</p> <p>Singing - Share and Perform nursery rhymes, action songs and worship songs with percussive accompaniment. Key Artists: Bill Withers, Robbie Williams, Holst, Marvin Gaye, Tammi Terrell and Gene Kelly.</p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p>Charanga Unit 5 Big Bear Funk Explore and Create through rhythm games, exploring pitch, copy back and riff building leading to improvisation and composition. Singing Share and Perform Big Bear funk with tuned percussion and movement. Key Artists: Stevie Wonder, Earth, Wind & Fire and Incognito</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p>Charanga Unit 6 Listen and Respond to music from the classical era, the romantic era, the early 20th century and contemporary era. Respond verbally through description and movement (dance). Key Artists: Rossini, Tchaikovsky, Rimsky-Korsakov, Holst, Ralph Vaughn Williams and John Williams..</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>
<p>Creating with Materials: 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> <p>Being Imaginative: 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.</p>						