



Reception Progression 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Inspiration	All about Me	Once Upon a Time	Journey's	Let's Grow	Creature Features	Dinosaurs
Literacy – Comprehension and Vocabulary	Super Duper You Our Class is a Family One day so many ways We Are Family Perfectly Norman	The Three Little Pigs The Gingerbread Man Goldilocks and the Three Bears The Gruffalo We're Going on a Bear Hunt The Jolly Christmas Postman	Astro girl The naughty bus Amelia Earhart – little people big dreams, I am Amelia Earhart My Granny went to Market	The very hungry caterpillar Errol's garden Yucky Worms Jack and the beanstalk Oliver's Vegetables	Owl Babies Somebody swallowed Stanley Rumble in the Jungle Mad about Minibeasts What the ladybird heard	How to grow a dinosaur Dinosaur bones Dear Dinosaur The Dinosaur department store Stone Girl Bone Girl – Mary Anning, Mary Anning – little people big dreams
Assessment opportunities	Baseline Assessments Language Link Assessments Phonic Assessments RBA - Statutory	End of term assessments Language Link Assessments Phonics Assessments PPM	Language Link Assessments Phonics Assessments	End of term Assessments Language Link Assessments Phonics Assessments PPM	Language Link Assessments Phonics Assessments	Submit GLD Data Phonics Assessments PPM – Support transition to Year 1
Parental involvement	Welcome meetings Phonics and Reading workshops Tapestry	Parents Evenings Writing workshops Nativity Tapestry	Maths workshop Tapestry	Parents Evenings Tapestry	Tapestry	End of Year Report Sports Afternoon Tapestry
Possible visits/visitors		Posting letters.	Walk around the local area Planetarium visit.		Zoo or Farm visit	
PRIME AREAS						
Communication and Language	Listening, Attention and Understanding Children will be able to sit, look and listen.		Listening, Attention and Understanding Children will be able to predict and retell.		Listening, Attention and Understanding Children will be able to show an awareness of the listeners' needs, feelings and react to this.	



<p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Children will be able to respond appropriately to other people's ideas.</p> <p>Children will be able to initiate conversations with others, take turns during conversations.</p> <p>Speaking</p> <p>Children will be able to speak clearly and use simple sentences.</p> <p>Children will be able to build on other people's ideas using speech during play.</p> <p>Children will use new vocabulary that has been taught through our themes/inspirations.</p>		<p>Children will be able to maintain attention and conversation for extended periods of time.</p> <p>Children will be able to ask a variety of questions. E.g. what, why, how, when, who, where.</p> <p>Children will be able to continue a conversation in a small group of 2 or 3 by turn-taking, waiting until someone else has finished and listening to others.</p> <p>Speaking</p> <p>Children will be able to join in, retell, discuss and answer questions about a story.</p> <p>Children will use new vocabulary that has been taught through our themes/inspirations.</p>		<p>Children will be able to create stories by linking ideas together through play.</p> <p>Children will understand and answer questions.</p> <p>Speaking</p> <p>Children will be able to use past, present and future forms correctly.</p> <p>Children will be able to explain ideas and events past and future.</p> <p>Children will be able to use new vocabulary during role-play situations and in everyday language interactions.</p> <p>Children will be able to express their ideas using full sentences.</p>						
<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Throughout the year, through supported interaction with other children, they will learn how to make good relationships, co-operate and resolve conflicts peacefully. These skills will provide a secure platform for the children which will allow them to achieve at school and later in life. Children will learn how to manage their own basic hygiene and personal needs such as toileting, dressing, oral health, physical health, healthy food choices and how to keep safe.</p>										
<p>Self-Regulation</p> <p>Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Managing Self</p>		<p>Self-Regulation</p> <p>Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p>Managing Self</p> <p>Children will know the school rules</p>		<p>Self-Regulation</p> <p>Children will know how to make the right choice and the consequences of not doing so.</p> <p>Managing Self</p>		<p>Self-Regulation</p> <p>Children will know the effects of their behaviour on others.</p> <p>Managing Self</p> <p>Children will know how regular teeth brushing is</p>		<p>Self-Regulation</p> <p>Children will know to use the calm corner when they are feeling upset/angry.</p> <p>Managing Self</p> <p>Children will know about the importance</p>		<p>Self-Regulation</p> <p>Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p>Managing Self</p>	



	<p>Children will know how regular exercise is important for their health.</p> <p>Building Relationships Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p>Be Respectful, Be Ready and Be Safe.</p> <p>Children will know how healthy eating is important for their health.</p> <p>Building Relationships Children will know how to listen to others with respect.</p>	<p>Children will know how to be a safe pedestrian and why this is important.</p> <p>Building Relationships Children will know how to treat others in our class using the statement 'Kind hands and kind words'. Using books such as 'Kind' to support understanding.</p>	<p>important for their health.</p> <p>Building Relationships Children will be able to describe what makes a good friend including attributes such as listening and sharing. Using books such as 'The Squirrels who squabbled' to support understanding.</p>	<p>of a good sleep routine for their health.</p> <p>Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p>Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p>Building Relationships Children will know how to resolve a problem by talking it through with a friend or adult.</p>
Physical Development	Children will have weekly PE lessons with Mrs Dyer, which will focus on the children's gross motor development. PE lessons include, gymnastics, dance and specific sport skills. They will also have access to everyday activities that will help their gross and fine motor skills. Including, large wooden bricks, tyres, sandpit, bikes, painting, drawing, cutting, sticking, dough disco.					
Gross Motor	<p>Gross Motor Children will know how to hop, skip and jump.</p>	<p>Gross Motor Children will know how to pedal on a bike.</p>	<p>Gross Motor Children will know how to throw and catch a ball.</p>	<p>Gross Motor Children will know how to balance and safely move across apparatus.</p>	<p>Gross Motor Children will know how to pull themselves up on rope/climbing wall and hang on monkey bars.</p>	<p>Gross Motor Children will know how to kick/pass and bat and aim different sized balls.</p>
Fine Motor	<p>Fine Motor Children will use large mark making to develop crossing the middle line movements.</p> <p>Children will know the correct pencil grip</p>	<p>Fine Motor Children will know how to zip up their coat.</p> <p>Children will know how to undo and do buttons</p>	<p>Fine Motor Children will know how to use a knife and fork.</p> <p>Children will know how to make snips with scissors – this may be loop or two-hole.</p>	<p>Fine Motor Children will know how to cut along straight and curved lines.</p> <p>Children will use hammers to hit large head nails.</p>	<p>Fine Motor Children will know how to weave materials, such as paper and ribbons.</p>	<p>Fine Motor Children will know how to thread and sew.</p> <p>Children will know how to correctly form capital letters.</p>



	and posture for writing. Children will know how to correctly form the letters s,a,t,p,i,n	Children will know how to correctly form the letters m,d,g,o,c,k,e	Children will know how to correctly form the letters u,r,h,b,f,l	Children will know how to correctly form the letters j,v,w,x	Children will know how to correctly form the letters y,z,q	
SPECIFIC AREAS						
Literacy Bug Club Phonics	Phase 1 alongside phases 2-4 throughout the year.					
	Phase 2 Phonemes s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,b,ff,ll,ss	Phase 3 Phonemes j,y,w,x,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo,oo,ar,or,ow,oi,ear,air,ure,er		Phase 4 Phonemes Consolidate knowledge to help the reading and spelling of words which have adjacent consonants such as stand, bank, trap		
Literacy Comprehension Word reading Writing	Comprehension Children will know how to hold a book and turn the pages.	Comprehension Children will know how to hold a book and turn the pages.	Comprehension Children will be able to describe the main events in a story.	Comprehension Children will be able to describe the main events in a story.	Comprehension Children will be able to describe the main events in stories they have read.	Comprehension Children will be able to describe the main events in stories they have read.
	Children will indicate an understanding of the pictures and print. Children will retell a familiar story. Head to Toe – Eric Carle. Linking to all about me topic and body parts.	Children will indicate an understanding of the pictures and print. Children will retell a familiar story. Little Red Hen – Ladybirds fairy-tales. Linking to the topic of Once Upon a Time.	Children will know how to retell their own story. Children will be able to read a simple book and answer questions about what I have read. Word reading Children will read and correctly form the sounds j, v, w, x,	Children will know how to retell their own story. Children will be able to read a simple book and answer questions about what I have read. Word reading Children will read and correctly form the sounds ar, or,	Children will be able to make predictions based on events in the text. Children will use and understand vocabulary that has been introduced during discussions around books. Word reading	Children will be able to make predictions based on events in the text. Children will use and understand vocabulary that has been introduced during discussions around books. Word reading



	<p>Word reading Children will read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c, k</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know irregular words and, to.</p> <p>Writing Baseline Can children recognise their name on entry? Can they form shapes of letters to write their name?</p> <p>Children will know how to form s,a,t,p,i,n and digits 0-5 correctly, starting and finishing in the right place.</p>	<p>Word reading Children will read and correctly form the sounds ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Children will blend known sounds in words.</p> <p>Children will use my phonic knowledge to start to decode VC, CVC words using the sounds listed below</p> <p>Children will know irregular words the, no, go, l, into, her.</p> <p>Writing Children will know how to form m,d,g,o,c,k,e and digits 0-5 correctly, starting and finishing in the right place.</p> <p>Children will know how to hear and</p>	<p>y, z, zz, qu, ch, th, sh, ng, ai, ee, igh, oa, oo (short) oo (long).</p> <p>Children will blend known sounds in words. Children will know irregular words me, be, he, my, by, they, we, are.</p> <p>Children will use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary.</p> <p>Writing Children will know how to form u, r, h, b, f, l and digits 0-9 correctly, starting and finishing in the right place.</p> <p>Children will know how to write the irregular words: l, the, go, to, into, no</p>	<p>ur, ow, oi, ear, air, ure, er</p> <p>Children will blend known sounds in words.</p> <p>Children will use their phonic knowledge to decode CVC, VCC, CVCC, CCVC, CCCVC and CVCCC words.</p> <p>Children will know irregular words you, all, was, give, live.</p> <p>Children will use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary.</p> <p>Children will be able to read and understand a sentence with common irregular and phonetically plausible words e.g.</p>	<p>Children will sound and blend words with phase 2 and 3 sounds in.</p> <p>Children will know irregular words, said, have, like, so, do, some, come, were, there, little,</p> <p>Children will use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary.</p> <p>Children will be able to read and understand a sentence they have written.</p> <p>Writing Children will know how to form y, z, q correctly.</p> <p>Children will know how to write the irregular words: he, she, we, me, be, was,</p>	<p>Children will sound and blend words with phase 2 and 3 sounds in.</p> <p>Children will use their phonic knowledge to securely decode CVC, VCC, CVCC, CCCVC, and CVCCC words which contain digraphs such as ch, sh, th and words containing more than 1 syllable.</p> <p>Children will know irregular words one, when, out, what.</p> <p>Children will use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary.</p> <p>Children will be able to read and understand a sentence they have written.</p> <p>Writing</p>
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		write initial sounds in words.	Children will use their phonic knowledge to write CVC, VCC, CVCC and CCVC words.	<p>'The cat sat on a mat'.</p> <p>Writing</p> <p>Children will know how to form j, v, w, x and digits 0-9 correctly, starting and finishing in the right place.</p> <p>Most words children write will be spelt phonetically plausibly.</p> <p>Children will know how to write simple lists, labels and captions.</p>	<p>you, are, her, all, they, my.</p> <p>Children will use their phonic knowledge to write words containing digraphs such as sh, th, ch.</p> <p>Children will know how to write a short sentence.</p>	<p>Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p> <p>Children will be building up stamina, writing two or more sentences regularly.</p>
<p>Maths White Rose</p>	<p>Week 1-3 Baseline</p> <p>Week 4-6 – Just like me! Matching and sorting Comparing amounts Exploring Patterns Compare size, mass and capacity</p>	<p>Week 7-9 – It's me, 1,2,3! Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3, Circle, Triangles and Positional language.</p> <p>Weeks 10-12 – Light and Dark</p>	<p>Week 1-3 – Alive in 5 Introducing Zero, comparing Numbers to 5, composition of 4 and 5, Comparing Mass Comparing Capacity.</p> <p>Week 4-6 – Growing 6,7,8</p>	<p>Week 7-9 Building 9 and 10 9, 10 Comparing Numbers to 10 Number bonds to 10 3D Shapes and Patterns</p> <p>Week 10 onwards – Consolidation</p>	<p>Week 1-3 – To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning 1 – Match, Rotate, Manipulate.</p> <p>Week 4-6 – First, Then, Now</p>	<p>Week 7-9 – Find my Pattern Doubling, Sharing and Grouping Even and Odd Spatial Reasoning 3 – Visualise and Build.</p> <p>Week 10 -12 – On the Move</p>



		Representing numbers to 5 One more, one less Shapes with 4 sides, time	6,7,8 Making Pairs Combining 2 Groups Length and Height, Time.		Adding more Taking away Spatial Reasoning 2 – Compose and decompose.	Deepening Understanding Patterns and Relationships Spatial Reasoning 4 – Mapping
Themes/Inspiration	All about Me	Once Upon a Time	Journeys	Let's Grow	Creature Features	Dinosaur
Understanding the world Past and Present Peoples, Culture and Communities The Natural World	Past and Present Children will know how they have changed from being a baby to being 4/5. Children will know who Rosa Parks is. People, Culture and Communities Children will be able to talk about people in their family. Children will know where they live. Children will know what a globe is and what the green and blue represent. The Natural World	Past and Present Children will explore images, stories and artefacts from the past. Children will know what Remembrance day. People, Culture and Communities Children will know that people have different beliefs and celebrate in different ways. The Natural World Children will identify different materials such as metal, plastic, wood.	Past and Present Children will know who Amelia Earhart is and why they are important. Children will know about the history of travel/transport. People, Culture and Communities Children will know that there are different countries in the world. Children will know about features of their immediate environment. The Natural World	Past and Present Children will know who David Attenborough is and why he is important. Children will look at pictures of where we live from past and present and compare. People, Culture and Communities Children will know that we can only grow certain fruit and vegetables in England. The Natural World Children will know about and recognise the signs of Spring.	Past and Present Children will know that the past is anything before the current day. Children will know that the present is now. People, Culture and Communities Children will know that we do not have certain animals in England and will compare with Africa. Children will know that there are different oceans in the world. The Natural World	Past and Present Children will know who Mary Anning is and why she is important. People, Culture and Communities Children will identify similarities and differences between life in Ipswich and life in a different country. The Natural World Children will know about and recognise the signs of Summer. Children will know about herbivores, omnivores and carnivores.



	<p>Children will know about and recognise the signs of Autumn.</p> <p>Children will know how to respect and care for the environment</p>	<p>Children will explore the strength of materials to make a house for The Three Little Pigs.</p> <p>Children will melt and solidify different substances such as chocolate and butter.</p>	<p>Children will know about and recognise the signs of Winter.</p> <p>Children will know that there are 8 planets in our solar system.</p>	<p>Children will know how to care for a plant.</p> <p>Children will know features of a lifecycle. (sunflower, butterfly, frog)</p>	<p>Children will know the names of the 4 seasons and the weathers associated with them.</p> <p>Children will know that some animals can live underwater.</p> <p>Children will know about different habitats.</p> <p>Children will explore floating and sinking.</p>	
<p>RE The way, the truth and the life.</p>	<p>Theme God's World Children will know that God created the world.</p> <p>Children will know that they are special to God.</p> <p>Children will know how to look after the world and say thank you to God.</p>	<p>Theme Baptism Children will know what the word baptism means.</p> <p>Children will be able to talk about and make symbols used in baptism.</p> <p>Theme God's Family Advent Children will know the story of Christmas.</p>	<p>Theme Getting to know Jesus Children will know stories about Jesus. Jesus at the temple, Jesus choosing his friends, Jesus welcoming the little children, Jesus healing the man at Bethesda.</p> <p>Children will know that Jesus helps us to choose the good.</p>	<p>Theme Sorrow and Joy Children will know stories about Jesus. Jesus and Zacchaeus, Peter disowns Jesus.</p> <p>Children will know that Jesus forgave those who hurt him.</p> <p>Theme Growing Children will know about Lent.</p>	<p>Theme New Life Children will know the story of Easter.</p> <p>Children will know that Jesus gives a special gift of joy and peace.</p> <p>Children will know that story of Jesus ascending to heaven.</p> <p>Theme Pentecost Children will know the Good News.</p>	<p>Theme Our Church Family Children will know that they belong to the Church family.</p> <p>Children will know the purpose and some features of the Church.</p>



		Children will know that Advent is the preparation for Christmas and how people do this.		Children will know the story of Good Friday and Easter Sunday.	Children will know why Pentecost is a celebration.		
Expressive arts and design Creating with materials Being Imaginative	Creating with Materials Children will know how to mix primary colours to make secondary colours with poster and powder paint. Children will know how to draw a person – head, body, arms, legs and body features. Children will explore and make art in the style of Yayoi Kusama – pumpkins.	Creating with Materials Children will be able to make a freestanding house for the Three Little Pigs. Children will know how to follow a simple recipe to make gingerbread. Children will know which glue or tape to use for their chosen purpose.	Creating with Materials Children will know how to make a treasury tag and slot join. Children will know how to use and mix watercolour paints. Children will know how to make a split pin join.	Creating with Materials Children will know how to make fruit skewers. Children will know how to use tools to cut and join wood. Children will explore and make art in the style of Vincent Van Gogh – sunflowers.	Creating with Materials Children will know how to make a print. Children explore and create art in the style of Henri Matisse. Children will know how to make a tab join.	Creating with Materials Children will know how to make different shades of the same colour. Children will know how to use different techniques to make 3D models. Children will know how to sew to join.	
	The children will have a weekly music lesson with Mrs Dyer where they will learn different songs and play a range of musical instruments.						
	Being Imaginative Children will know the nursery rhymes/ songs Cauliflowers Fluffy	Being Imaginative Children will know the nursery rhymes/ songs Who am I – Phonics Book 3	Being Imaginative Children will know the nursery rhymes/ songs	Being Imaginative Children will know the nursery rhymes/ songs Daffodils – finger rhyme.	Being Imaginative Children will know the nursery rhymes/ songs The Animals went in 2 by 2	Being Imaginative Children will know the nursery rhymes/ songs T-Rex Singing Phonics Book 3	



	<p>Oats and beans and barely grow.</p> <p>Children will be able to clap along to a rhythm</p>	<p>There was a princess long ago.</p> <p>Children will explore a range of instruments.</p>	<p>What a wonderful world – Louis Armstrong.</p> <p>The Big Ship Sails On The Ally-Ally-Oh</p>	<p>Ants go marching</p> <p>Children will join in with a choreographed dance.</p>	<p>Farmers in the Den</p> <p>Children will be able to create their own dance routines.</p>	<p>The Dinosaur Song</p> <p>https://www.youtube.com/watch?v=W0FOZO-VpcU</p>
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