Reception Knowledge and Skills Progression.

Our Long term plan is flexible in EYFS, we plan themes for the year ahead and identify foundational knowledge and skills that the children need to know and to ensure that teaching is engaging. With the nature of EYFS we find that the needs and interests of the children do not always fit with the planned topics. With this in mind we adapt the planning to meet these. Our topic headings are broad allowing us to adapt and allow for individual needs and interests to be explored and met.

	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Theme	Marvellous Me	Light and Dark	Once upon a time	In & On the sea	Heroes and Villains	Wiggle and grow
Things of note -	Baseline assessment 25th Sept RBA deadline Rosh Hashanah Diwali Black history month	27th November occasional day Remembrance Data drop Pupil progress Update on learning Nativity Rosh Hashanah	Lunar new year 6th Feb	Data drop Pupil progress Update on learning	Eid al-Fitr 10th-11th march 2027	8th July - Transition day Data drop Pupil progress Update on learning
Communication and language.	• Listen carefully to rhymes, songs paying attention to how they sound. • Understand how to listen carefully. • Articulate ideas in well-formed sentences. • Retell stories with some exact repetition and own words. • Speak in a past and present tense. • Role play – using new vocabulary encouraging speech in full sentences to form a narrative.	• Learn rhymes, poems and songs. • Begin to offer explanations for why words rhyme. • Beginning to use connectives to join ideas when talking. • Describes events in some detail. • Retell stories with some exact repetition and own words. • Speak in a range of tenses including past, present and future. • Prepositions.	• Ask questions to check understanding. • Use talk to help work out problems (problem-solving skills). • To explain how things work and why they happen. • Participate in small group discussions offering their own ideas. • Talk for writing – orally compose a sentence to write.	• Ask questions to check understanding. • To explain how things work and why they happen. • Engage in Non-Fiction books. • Participate in small group discussions offering their own ideas. • Listen attentively and respond to what they hear in small group interactions. • Talk for writing – orally compose a sentence to write.	• Participate in small group discussions offering their own ideas. • Listen attentively and respond to what they hear in small group interactions. • Talk for writing – orally compose a sentence to write. • Ask questions to find out more about a topic of interest.	• Engage in Non-Fiction books. • Talk about selected Non-Fiction using new vocabulary. • Ask questions to find out more about a topic of interest. • Talk for writing – orally compose a sentence to write. • Participate in small group discussions offering their own ideas. • Listen attentively and respond to what they

	• Orally composing a sentence, counting words in a sentence.	• Role play – using new vocabulary encouraging speech in full sentences to form a narrative. • Orally composing a sentence, counting words in a sentence.				hear in small group interactions. • Retelling a story or event with increasing detail.
Ongoing throughout the year: Engage in daily story time recalling upon what has happened. Singing Nursery Rhymes. Learn and use new vocabulary (link to word aware). Develop social phrases.						
Personal, social and emotional development	• Settling in. • Selecting new activities and routines. • Manage their own needs (go to the toilet independently and washing hands). • Building new relationships with peers and grown-ups. • Understanding rules in the classroom. • Teach 3 STEPs to resolve conflicts with support.	• Continue to build new relationships with peers. • Being respectful to others and the environment. • To be able to express their feelings. • Giving opinions and listening to others. • Healthy choices-exercise (linked to PE), tooth brushing • Working as a team	• Begin to use 3 STEPS independently to solve problems. • To be able to express their feelings and consider the feelings of others. • Think of other's needs. • Planning how to achieve a simple goal.	• Use 3 STEPS independently to solve problems. • To be able to express their feelings and consider the feelings of others. • Think of other's needs. • Healthy choices-food, sleep, screen time, road safety • Planning how to achieve a simple goal.	• Use 3 STEPS independently to solve problems. • Planning how to achieve a simple goal. • See themselves as a valuable individual.	• See themselves as a valuable individual. • Preparing for next year (transition) • Planning how to achieve a simple goal.
Ongoing throughout the year: Zones of regulation 3 step rules Waiting patiently for their turn Building resilience and perseverance						
Jigsaw PSHE	Being me in my world	Celebration differences	Dreams and goals	Healthy me	Relationships	Changing me
Physical development	**Gross motor** • Daily movement to boogie • Negotiating space (using different body parts)	**Gross motor** • Daily movement to boogie • Climbing – building muscle strength	**Gross motor** • Daily movement to boogie	**Gross motor** • Daily movement to boogie	**Gross motor** • Daily movement to boogie Develop ball skills (batting, aiming)	**Gross motor** • Daily movement to boogie • Develop ball skills (batting, aiming)

	• Lining up, queueing • Climbing- building muscle strength • Developing core muscle strength to achieve good posture when sitting. **Fine motors** • Pencil grip • Using tools (scissors, paintbrushes, cutlery) **PE Introduction to PE**	• Developing core muscle strength to achieve good posture when sitting. **Fine motors** • Pencil grip • Using tools (scissors, paintbrushes, cutlery) • Improving accuracy in drawing **PE Ball Skills**	• Develop ball skills (throwing, catching, kicking, passing) • Balancing **Fine motors** • Pencil grip • Using tools (scissors, paintbrushes, cutlery) • Improving accuracy in drawing **PE Dance**	• Develop ball skills (throwing, catching, kicking, passing) • Balancing **Fine motors** • Improving accuracy in drawing **PE Fundamentals**	**Fine motors** • Develop a fast and efficient writing style **PE Gymnastic**	• Sports day activities **Fine motors** • Develop a fast and efficient writing style **PE Games**
Handwriting	Circles and spirals Lines and diagonals	Jellies and Zig Zags Loopies and waves	i l t u w e	c o a d n m h	j y g q	b p k v s r f z w
Theme	Marvellous Me	Light and Dark	Once upon a time	In & On the sea	Heroes and Villains	Wiggle and grow
Literacy	**Text: Find your happy** **Not a stick** **Non fiction - Dough making instructions** • Orally compose sentences • Reading single letter sounds • Oral blending • Counting words in a sentence	**Text: Look up -** **Whatever Next or owl babies** **Christmas -** *Letters to santa* • Orally compose sentences • Reading single letter sounds • Rhyming rockets • labelling using initial and final sounds	**Text: The Three Little Pigs** **Little Red Hen** **Making bread** ***My Lunar New Year/ The great race*** • Captions and labels • CVC words • sense of a sentence and sentence structure – spaces, cut up sentences	**Text: The pirates next door** **That's not my pirate** **Someone Swallowed Stanley** • Book making • sense of a sentence and sentence structure – spaces, cut up sentences • writing a sentence • Reading simple phases using known letter sounds.	**Text: Supertato** (Own story) **Super Millie's Super School Day** (Party invite, wanted poster) **Humpty Dumpty's crime scene** (Crime report) Writing a sentence • Rereading own sentences	**Text: Jack and the Beanstalk** **The very hungry caterpillar** **Non-Fiction - mini beasts** (Own non fiction book) • Writing a sentence • Rereading own sentences • Reading for information. • Instructions **(how to grow a plant)**

	• Counting syllables • Reading modelled writing • Instructions (**making playdough)**	• finding labels that match • lists **(letters to santa)** • captions Nativity - Mary's knitting	• Reading simple phases using know letter sounds. • Reading books for enjoyment.	• Reading books for enjoyment. Pirate day	**Humpty dumpty crime report (People who help us - police)** **If I was a superhero writing** Police visit	• Non-fiction writing **(minibeast books)** **Outcomes** Mini beast non fiction books Farm
Reading for pleasure books	Elmer Oi frog The gruffalo Dogger Luna loves art Pattan's pumpkin	Pumpkin soup Stick man Ruby's worry The best Diwali ever Stick man Ava and the Acorn The Jolly Christmas Postman	Snow thief You choose The Bear and the Hare and the Fair The gingerbread man The Three Billy Goats Gruff We're going on a bear hunt	Matha maps it out Augustus and his smile Snail and the Whale Who rules the rockpool The runaway pancake	Tad Press here - Hevre Tullet Hank goes honk The egg incident Little red riding hood Goldilocks and the three bears Stone soup (folk tale from eastern europe)	The ice cream crocodile The girl at the front of the class Usborne lift the flap - Why do we need worms? Luna loves Gardening The gigantic turnip Gloria's porridge (Ethiopian folk tale) Meet the weather
Phonics	S a t p i n m d g o c k ck e u r h b f l **Tricky words** - is I the	ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) **Tricky words** -put* pull* full* as and has his her go no to into she push* he of we me be	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words **Tricky words** was you they my by all are sure pure	Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end **Tricky words** Review all taught so far	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –est **Tricky words** said so have like some come love do were here little says there when what one out today	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words **Tricky words** Review all taught so far
Mathematics	• Baseline assessment. • Recapping ABAB patterns. • Representing numbers up to 5. • Making pairs. • Composition of to 5 using objects.	• Positional Language • 2D shape (recognising and describe features). • Composition of 5 using objects. • Comparing numbers to 5. • One more.	• Positional Language • 2D shape (recognising and describe features). • Composition of 5 using objects. • Comparing numbers to 5. • One more.	• Mass and Weight • ABB patterns • 3D Shape. • Composition and comparing to 10. • Combining 2 groups. • Number bonds to 10 (working on bonds up to 5).	• Number bonds to 10 (Recapping bonds to 5 and working on bonds up to 10). • Spatial Reasoning: Match, rotate and manipulate shapes. • Compose and decompose shapes.	• Sharing and grouping. • Odd and Even numbers. • Building numbers beyond 10. • Capacity. • Mapping (Assault course, map drawing linking positional language).

	Ongoing in Autumn 1: • Subitising to 3. • Reciting numbers up to and past 10. • Recognising numerals up to 10. • Length, mass and capacity opportunities in provision.	Ongoing in Autumn 2: • Recognising numerals up to 10. • Subitising to 5 (ongoing throughout year). • Recite numbers to 20 (ongoing throughout year).	Ongoing in Spring 1 : • Recognising numerals up to 10. • Subitising to 5 (ongoing throughout year). • Recite numbers to 20 (ongoing throughout year).	Ongoing in Spring 2: • Time (what does 1 minute feel like? - Provision). • Reciting numbers past 20 (ongoing for Summer 2). • Recognising numerals up to 20.	• Addition and Subtraction up to 10. • Doubling facts. • Deeper understanding of 10. Ongoing in Summer 1: • Reciting numbers past 20 (ongoing for Summer 2). • Recognising numerals up to 20.	• Consolidation. • Deeper understanding of 10.
	Ongoing throughout the year: Subitising to 5. Capacity – taught in active learning in water area. Take away – taught through counting back songs such as 10 green bottles, 5 little ducks and 5 current buns. Counting objects, actions and sounds – taught during active learning and starter activity. One more and one less – taught on number lines during daily counting in class and in starter activities. Time – Days of the week.					
Understanding the world	• Talk about families • Black history month – figures from the past • Senses boxes (exploring the world around them)	• Diwali –shadow puppets • Hindu temple visit • know similarities and differences between cultural communities. • Space (linked to whatever next) • Seasons	• Past and present- photos, old and new • maps (linked to three little pigs) • Talk about their houses and where they live	• Different environments in the world (linked to transport) • Past and present- photos, old and new • Seasons • Learn address	• Drawing information from a map • Compare and contrast characters from stories, including figures from the past	• Drawing information from a map • Similarities and differences between countries • Seasons • Recycling.
RE	**God/Creation** Why is the word 'God' special to Christians? (Understanding Christianity)	**Incarnation** Why do Christians give presents at Christmas? (Understanding Christianity)	**Being Special:** Where do we belong? (Beds) Worldviews, Christians, Muslims, Hindus	**Salvation** How can we help others when they need it? (Understanding Christianity)	**Which places are specially valued and why?** (Beds) Christians and Muslims (Worldviews)	**Which stories are specially valued and why?** (Beds) Christians, Jews, Hindus, and Muslims (Worldviews)
Expressive art and design	**Drawing/painting assessment** • Teaching how to use the art area. • Teaching how to use poster paints.	• Name the primary colours – link to Diwali. • Learn to mix the • Name the secondary colours.	**Drawing/painting assessment** • Clapping and moving to the pulse in a piece of music.	• Explore making music and dance in groups. Watch and talk about dance performances expressing their feelings.	• Sing increasingly matching the pitch. • Create collaboratively, sharing ideas, resources and skills	**Drawing/painting assessment** • Sing increasingly matching the pitch. • Teaching how to mix powder paints.

	• Sing in a group. • Developing story lines in their pretend play.	• Colour mixing to create secondary colours. • Manipulating clay to a desired effect (Diva Lamps) • Sing in a group. • Clapping and moving to the pulse in a piece of music. **Artistlink: Kandinsky/Mondrian** shapes – maths links.	• Share creations explaining the processes they have used. • Teaching how to use water colours. • Encouraging mixed media and collage (link traditional tales). • To know what textures are. • Go on a texture hunt. • Manipulating materials to have a planned effect. • Colour mixing to create secondary colours for a purpose.	• Sing increasingly matching the pitch. • Share creations explaining the processes they have used. • Create collaboratively, sharing ideas, resources and skills (link making naughty buses). • Teaching how to use water colours. • Colour mixing to create secondary colours for a purpose.	• Teaching how to mix powder paints. • Colour mixing to create secondary colours for a purpose.	• Colour mixing to create secondary colours for a purpose. **Artist Link: Van Gough** – Sunflowers.
	Ongoing throughout the year: Listen and move to music and talk about how it makes them feel. Use props and materials when roleplaying characters. Performing (music, dance and drama).					