



# Reception Curriculum Progression



		AUTUMN			SPRING			SUMMER			YEAR 1			
		Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	New key vocabulary				
MATHS	Number	<ul style="list-style-type: none"> <li>To perceptually subitise quantities 1-3</li> <li>To count amounts accurately to 10</li> <li>To say what is one more/one less than numbers to 5</li> <li>Compare amounts to 5 using 'more' and 'fewer'</li> </ul>	When counting, demonstrates knowledge of: <ul style="list-style-type: none"> <li>Stable order</li> <li>One to one correspondence</li> <li>Cardinality</li> </ul>	Count Subitise Five frame Tens frame Part whole model More Fewer Equal	<ul style="list-style-type: none"> <li>To perceptually subitise quantities 1-6</li> <li>To count amounts accurately to 20</li> <li>To count out a smaller number from a larger group</li> <li>To say what is one more/one less than numbers to 10</li> <li>Compare amounts to 10 using 'more than' and 'fewer than'</li> </ul>	When counting, demonstrates knowledge of: <ul style="list-style-type: none"> <li>Abstraction</li> <li>Order irrelevance</li> </ul>	Compare More than Fewer than Equal to	<ul style="list-style-type: none"> <li>To conceptually subitise quantities to 10</li> <li>To count amounts accurately beyond 20</li> <li>To automatically recall number bonds for 0-5</li> <li>Compare amounts to 20 using 'more than' and 'fewer than'</li> </ul>	<ul style="list-style-type: none"> <li>Relationship between consecutive numbers</li> </ul>	Share Half Double Estimate Number bond	NUMBER	<b>NUMBER &amp; PLACE VALUE</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> </ul> <b>ADDITION &amp; SUBTRACTION</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul> <b>MULTIPLICATION &amp; DIVISION</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <b>FRACTIONS</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>		
	Numerical patterns	<ul style="list-style-type: none"> <li>To say number names in sequential order to 10</li> </ul>	<ul style="list-style-type: none"> <li>Number names to 10</li> </ul>		<ul style="list-style-type: none"> <li>To say number names in sequential order to 20</li> </ul>	<ul style="list-style-type: none"> <li>Number names to 20</li> </ul>		<ul style="list-style-type: none"> <li>To recognise patterns within numbers up to 10</li> <li>To say what is one more/one less than numbers to 20</li> <li>To say number names in sequential order beyond 20</li> </ul>	Number names beyond 20	Odd Even				
	Shape	<ul style="list-style-type: none"> <li>Recognise, continue and create AB patterns.</li> <li>Talk about properties of shapes using everyday language e.g. 'round' and 'tall'.</li> <li>Can recognise a circle, triangle, square and rectangle.</li> </ul>	<ul style="list-style-type: none"> <li>Shapes stay the same when rotated</li> <li>Repeat means to do something again</li> </ul>	Pattern Repeating Shape Corner Side 2D shape names: Circle Triangle Square Rectangle	<ul style="list-style-type: none"> <li>Recognise, continue and create ABC patterns.</li> <li>Describe key properties of a 2D shape including number of sides/corners, curved/straight sides.</li> <li>Use shapes to create representations of everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>Corners are where two sides meet</li> </ul>	Curved Straight	<ul style="list-style-type: none"> <li>Recognise, continue and create more complex patterns e.g. AABC</li> <li>To solve a tangram</li> <li>Can describe the differences between 2D shapes</li> <li>Describe key properties of a 3D shape including number of sides/corners, curved/straight sides</li> </ul>		Tangram Faces Vertices Edges Rotate		MEASUREMENT	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li><u>Measure and begin to record the following:</u> <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> <li>time (hours, minutes, seconds)</li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> </li> </ul>	
	Space				<ul style="list-style-type: none"> <li>To use positional language</li> </ul>		Infront Behind Next to/beside			Left Right Turn			GEOMETRY - SHAPES	<ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:               <ul style="list-style-type: none"> <li>2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> </li> </ul>
	Measure	<ul style="list-style-type: none"> <li>Comparing 2 objects can identify which is heavy/light, short/tall, big/small, long/short</li> </ul>		Heavy Light Short Tall Long Small Big	<ul style="list-style-type: none"> <li>Can use the language of heavier/lighter, shorter/taller, bigger/smaller, longer/shorter when comparing 2 objects</li> </ul>		Heavier/heaviest Lighter/lightest Shorter/shortest Taller/tallest Bigger/biggest Smaller/smallest Longer/longest	<ul style="list-style-type: none"> <li>Can use the language of heavier/lighter, shorter/taller, bigger/smaller, longer/shorter when comparing and ordering 2 or more objects</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week in order</li> </ul>	Today Yesterday Tomorrow				GEOMETRY - POSITION & DIRECTION
	Mathematical recording	<ul style="list-style-type: none"> <li>Records using marks they can interpret and explain</li> </ul>	Numeral formation rhymes 0-9		<ul style="list-style-type: none"> <li>Forms recognisable numerals</li> </ul>	Numeral formation rhymes 0-9		<ul style="list-style-type: none"> <li>Forms numerals accurately</li> </ul>	Numeral formation rhymes 0-9					

### Number ELG

- 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 ELG

- 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.



# Reception Curriculum Progression



		AUTUMN			SPRING			SUMMER			YEAR 1		
		ALL ABOUT ME	CELEBRATIONS		ANIMALS	TRADITIONAL TALES		MINIBEASTS	GROWING & CHANGING				
		Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	New key vocabulary			
<b>LITERACY</b>	<b>Reading</b>	Phonics	<ul style="list-style-type: none"> <li>To hear and say initial sounds.</li> <li>To orally blend and segment CVC words.</li> <li>To recognise rhyme in spoken words.</li> <li>To pronounce phonemes accurately.</li> <li>To read and blend CVC words.</li> <li>How to handle books carefully including turning pages.</li> </ul>	<b>Phase 2</b> 36 graphemes 22 tricky words	Phonics Blend Segment Sound-talk Word Phoneme Grapheme Digraph Tricky word Fluently/fluency Prosody Comprehension	<ul style="list-style-type: none"> <li>To orally segment CVC words.</li> <li>To read phase 2 tricky words.</li> <li>To recognise digraphs and trigraphs within words</li> <li>To read a simple sentence containing phase 2 decodable words and tricky words.</li> </ul>	<b>Phase 2 &amp; 3</b> 50 graphemes 31 tricky words	Trigraph Chunking Double letters Longer words Syllable Compound words Spell	<ul style="list-style-type: none"> <li>To orally segment decodable words containing consonant blends.</li> <li>To read phase 2, 3 and 4 tricky words.</li> <li>To read longer sentences containing phase 3 &amp; 4 GPCs and tricky words.</li> </ul>	<b>Phase 2, 3 &amp; 4</b> 50 graphemes 48 tricky words	Vowel Consonant Blends Root word Endings	<b>WORD READING</b> - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence in word reading.	
		Comprehension	<ul style="list-style-type: none"> <li>To talk about favourite books</li> </ul>	<ul style="list-style-type: none"> <li>Familiarity with key texts</li> </ul>	Page Front cover Story Fiction Non-fiction			Character Setting Traditional tale Fairy tale Retell			Beginning Middle End	<b>COMPREHENSION</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known <u>Understand both the books they can already read accurately and fluently and those they listen to by:</u> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them.	
	<b>Writing</b>	Handwriting	<ul style="list-style-type: none"> <li>Shows a preference for a dominant hand.</li> <li>Confidently makes marks they can interpret and explain.</li> <li>Beginning to form recognisable letters.</li> <li>Writes name with recognisable letters.</li> </ul>	<ul style="list-style-type: none"> <li>Formation catchphrase for 26 graphemes.</li> <li>GPCs taught so far.</li> </ul>		<ul style="list-style-type: none"> <li>Holds a pencil between thumb and 2 fingers.</li> <li>Forming recognisable letters with greater accuracy.</li> <li>Writes name with correctly formed letters.</li> </ul>	<ul style="list-style-type: none"> <li>Formation catchphrase for 26 graphemes.</li> <li>GPCs taught so far.</li> </ul>		<ul style="list-style-type: none"> <li>Holds pencil effectively using a tripod grip.</li> <li>Form letters, most of which are correctly formed.</li> <li>To begin to form capital letters correctly</li> </ul>			Pupils should be taught to: - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	
		Composition	<ul style="list-style-type: none"> <li>To segment and write CVC words</li> </ul>	<ul style="list-style-type: none"> <li>To know to segment words orally before writing them</li> <li>Grapheme formation</li> </ul>	Word Label Caption List	<ul style="list-style-type: none"> <li>To compose a sentence orally before writing it</li> <li>Count words in a sentence</li> <li>Re-read a sentence after each new word is written</li> </ul>		Sentence Ingredients Recipe Menu Poster Speech bubble/balloon	<ul style="list-style-type: none"> <li>To retell a story</li> </ul>			Pupils should be taught to write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher.	
		Grammar and Punctuation	<ul style="list-style-type: none"> <li>To break the flow of speech into words</li> </ul>			<ul style="list-style-type: none"> <li>To leave finger spaces between words</li> </ul>				<ul style="list-style-type: none"> <li>To use a capital letter at the beginning of a sentence</li> <li>To place a full stop at the end of</li> </ul>			Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - learning the grammar for year 1 in English Appendix 2 - use the grammatical terminology in English Appendix 2 in discussing their writing.
		Spelling	<ul style="list-style-type: none"> <li>To spell phonetically decodable CVC words containing taught GPCs</li> </ul>			<ul style="list-style-type: none"> <li>To spell phonetically decodable CVC words and longer words containing taught GPCs</li> <li>To spell phase 2 tricky words</li> </ul>				<ul style="list-style-type: none"> <li>To spell phonetically decodable words containing taught GPCs and consonant blends</li> <li>To spell phase 2 &amp; 3 tricky words</li> </ul>			<b>Spelling</b> Pupils should be taught to spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week Name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound - add prefixes and suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - apply simple spelling rules and guidance, as listed in English Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### EARLY LEARNING GOALS

<b>Comprehension</b> - 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.	<b>Word Reading</b> - 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.	<b>Writing</b> - 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.
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# Reception Curriculum Progression



		Autumn			Spring			Summer			KS1	
		Who am I?	What do people celebrate?		What is in the world around me?			Where does my food come from?	How do things change and grow?			
		Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	Key vocabulary		
Understanding the World	History	<ul style="list-style-type: none"> <li>Sequence daily routines</li> </ul>			<ul style="list-style-type: none"> <li>Talk about events that happened in the past using correct tense</li> </ul>		<ul style="list-style-type: none"> <li>Yesterday</li> </ul>				Pupils should be taught about: <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria]</li> <li>significant historical events, people and places in their own locality.</li> </ul>	
	Geography	<ul style="list-style-type: none"> <li>Can describe key features and landmarks in the local environment e.g. church, library and shop.</li> </ul>	<ul style="list-style-type: none"> <li>To name my school</li> <li>To name the village my school is in</li> <li>To know my home address</li> <li>Knowledge of local environment by visiting parts of the community</li> </ul>	Histon and Impington Brook Primary School Village Cambridge Address Road Street Map	<ul style="list-style-type: none"> <li>To accurately represent land, ice and sea when drawing a map</li> <li>To locate polar regions on a map</li> </ul>		City Country Land <b>Topic specific</b> <u>Polar animals:</u> Arctic Antarctic Tundra Ice	<ul style="list-style-type: none"> <li>To draw simple information from a skill</li> <li>Using maps, globes and atlases can identify land and oceans</li> </ul>			Pupils should be taught to: <ul style="list-style-type: none"> <li><u>Locational knowledge</u></li> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Place knowledge</u></li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <u>Human and physical geography</u></li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li><u>Geographical skills and fieldwork</u></li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	
	Science	<ul style="list-style-type: none"> <li>Asks questions demonstrating curiosity about the world around them</li> </ul>	Children know about similarities and differences in relation to:	Season Summer Autumn	<ul style="list-style-type: none"> <li></li> </ul>	Children know about similarities and differences in relation to:	Winter Spring		Children know about similarities and differences in relation to:	Summer  Insect Head Thorax Abdomen  Grow Change	<u>Plants</u> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <u>Animals including humans</u> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <u>Everyday materials</u> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <u>Seasonal changes</u> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	
	Computing	Begin to develop basic mouse skills including moving, clicking and dragging.  Follow simple instructions and predict the outcome	What is a keyboard What is a mouse An algorithm is a set of instructions	Keyboard Mouse Click Drag Login Logout Instruction Debugging Algorithm Predict	Take a photo using a camera	How to operate a basic camera.  Identify where technology is used in homes and school.	Hardware Camera Technology Photographs Selfie	Accurate use of directional arrows  Follow a simple sequence of instructions for programming a Beetbot	Direction of left and right  A Beetbot needs to be 'cleared' before the next instruction is given.	Beetbot Forward Back Rotate Left Right Direction	Pupils should be taught to: <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	
RE												
<b>Past and Present</b>			<b>People Culture and Communities</b>						<b>The Natural World</b>			
<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>			<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</li> <li>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</li> <li>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.</li> </ul>						<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>			



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		AUTUMN			SPRING			SUMMER			YEAR 1
		Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	Key vocabulary	
Expressive Arts and Design	Music	<p>To join in with group singing of a variety of songs including nursery rhymes building on melodic memory.</p> <p>To explore the different sounds of tuned and untuned instruments.</p> <p>To experience and react to different styles of music both live and recorded.</p> <p>To tap/clap/move body to the pulse.</p>	<p>Pulse is the heartbeat of the music</p> <p>Begin to name some instruments.</p>	<p>Pulse</p> <p>Tambourine</p> <p>Shaker</p> <p>Triangle</p> <p>Maraca</p>	<p>To experience high and low notes through a variety of instruments and voice</p>	<p>Pitch</p> <p>Rhythm</p> <p>Repeating rhythms</p>	<p>Pitch – how high/low a sound is</p> <p>Rhythm</p> <p>Repeating</p> <p>Glockenspiel</p> <p>Beater</p> <p>Chimes</p>	<p>To be able to sing/play instruments in different dynamics (quietly and loudly).</p> <p>Represent own ideas through music using musical instruments.</p>	<p>Dynamics</p> <p>Begin to compose music using own ideas.</p>	<p>Dynamics – how loud/quiet a sound is.</p> <p>Compose</p> <p>Composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
	Art	<p>To explore colour mixing and comment on the changes they observe</p> <p>Observational Drawing – focusing on shapes and colours.</p> <p>To create artwork in the style of well-known artists.</p>	<p>Sketching skills</p> <p>Knowledge of colours</p>	<p>Paint</p> <p>Pencils</p> <p>Paintbrush</p> <p>Colours</p> <p>Nature Mandalas</p> <p>Concentric circles</p> <p>Self-portrait</p>	<p>Uses particular colours for a purpose in drawings</p> <p>Observational drawing focusing on lines and patterns.</p> <p>Colour mixing</p>	<p>Knowledge of colours which mix together to make new colour.</p>	<p>Colour mixing</p> <p>Width</p> <p>Repeating patterns</p> <p>Dashed lines</p> <p>Fine lines</p> <p>Thick lines</p> <p>Zigzag</p> <p>Curved lines</p> <p>Straight lines</p>	<p>Observational drawing focusing on textures.</p> <p>Colour mixing</p>		<p>Rough</p> <p>Smooth</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	D.T.	<p>To explore joining junk modelling resources in a range of ways including glue, PVA and tape</p> <p>To select appropriate tools and equipment to support creation of a design.</p> <p>To explain the process of making a junk model.</p>	<p>Developing knowledge of different join techniques.</p>	<p>Design</p> <p>Create</p> <p>Cut</p> <p>Scissors</p> <p>Stick</p> <p>Glue</p> <p>PVA</p> <p>Masking tape</p>	<p>To construct with a purpose in mind</p> <p>To explain what features of the model make it functional.</p>			<p>To select the most appropriate resources for joining materials together</p> <p>To begin to evaluate their final product by thinking about what went well and what could be better.</p>			<p><u>Design</u></p> <ul style="list-style-type: none"> <li>- design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- explore and evaluate a range of existing products</li> <li>- evaluate their ideas and products against design criteria</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>- build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>

## EARLY LEARNING GOALS

### Creating with Materials ELG

- 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.

### Being Imaginative and Expressive ELG

- 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.



# Reception Curriculum Progression



		AUTUMN			SPRING			SUMMER			YEAR 1
		Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	Key vocabulary	
Personal, Social and Emotional Development	PSHE	<p><b>Beginning and Belonging</b> To understand what is special about me and other people in my class. To understand what I have learnt to do and recognise what I would like to do next. To know who and how to ask for help if I need it. To understand ways of welcoming new children to the class. To understand how people's behaviour makes other people feel. To understand ways of respecting the needs of other children in the class. To begin to understand how to play and work alongside others at school.</p> <p><b>Family and friends</b> To recognise people who are special to me and why they are special. To understand what makes a family and to understand how people in families care for each other. To understand what makes a good friend. To understand ways of making new friends. To understand simple reasons for why friends may fall out and simple ways to make up with friends. To recognise what unkind behaviour looks like and understand what to do when someone is unkind. To approach others to make new friends. To stand up for myself if someone is being unkind to me. Name people who I can talk to in school and home if I am feeling unhappy.</p> <p><b>My Emotions</b> To recognise and identify my own and others' feelings. To recognise what causes different feelings in myself and others. To recognise how change and losing something makes me and others feel.</p>	<p>Names of adults working at school Names of peers Class rules (Golden Rules) How to take turns and why it is important to do so. Names of the members of my family. Things that make me special. Know how to make someone feel better. How to say no/stop to someone. How to stand up for myself.</p>	<p>Different Differences Similar Similarities Same Respect Goal Feelings; anxious, nervous, excited, worried Fair Unfair Behaviour Property Polite Family Bullying Kind Unkind Safety circle Uncomfortable</p>	<p><b>Identities and Diversities</b> To understand how I belong to my class and my family. To recognise similarities and differences between the ways that families live their lives. To understand that people and families have different beliefs and customs that are important and special to them. To demonstrate respect for other people's differences and the ways in which they live their lives.</p> <p><b>Me and My World</b> To identify the people who look after me at school. Identify and talk about the purpose of differences places and features of my neighbourhood. To understand ways of caring for plants and animals. To understand what money is and what it is used for. To understand different ways of looking after money. To understand what happens if we do not have enough money to pay for something. Describe things that I like and do not like about my school. Talk about how I and members of my family help to look after my home. Describe the neighbourhood where I live. Identify features in my local neighbourhood. Show consideration for the outdoor environment and talk about ways in which people look after it. Talk about ways that people sometimes spoil the outdoors environment and the effects this has on nature and living things, including people.</p> <p><b>Healthy Lifestyles</b> To understand some of the things needed to have a healthy body. To be able to name and talk about foods I like and dislike. To understand why different foods and drink are important in order for our bodies to stay healthy and well. To understand what exercise is and why it is good for us. To understand the importance of sleep for our bodies. To begin to understand how to make choices which promote healthy living.</p>	<p>Knowledge of different family structures. Knowledge of own family's beliefs and customs. To know ways that people and families celebrate their beliefs and ways of life.</p> <p>Know the name of my school and it's address. Name people at school who help to look after me and the school community. Understand the different roles of the people who look after me at school. To understand ways that I can help to look after the school environment. To understand the ways in which I can help to look after my things at home. Name different places in my neighbourhood. Name of jobs people may have in the local neighbourhood. To know how money comes to us. Know places where money can be spent. Know how money can be kept safe.</p>	<p>Belong Beliefs Customs Neighbourhood Local Job roles; baker, shopkeeper, pharmacist. Money Names of coin and note values. Lifestyle Exercise Rest Healthy Protein Carbohydrates Balanced diet</p>	<p><b>Keeping Safe</b> To be able to identify trusted adults who children could talk to and ask for help. To be able to assess risks in the school and its grounds. To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways. To be able to develop a strategy to keep safer when lost. To</p> <p><b>My Body and Growing Up</b></p>	<p>To know my full name. To know my home address. To know my parents/carers names.</p>		

## EARLY LEARNING GOALS

<p><b>Self-Regulation ELG</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>- 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.</li> </ul>	<p><b>Managing Self ELG</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul>	<p><b>Building Relationships ELG</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> <li>- Form positive attachments to adults and friendships with peers</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>
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# Reception Curriculum Progression



		AUTUMN			SPRING			SUMMER			KS1
		Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	New key vocabulary	Key skills	Key knowledge	Key vocabulary	
<b>Physical Development</b>	<b>Fine Motor</b>	To mould a malleable									<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>- participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.</li> </ul>
	<b>PE</b>	<p><b>Fundamentals 1</b> To move about the space changing direction with control. To carry, aim and roll an object safely. To carry, aim and throw an object safely. To experiment with one handed throws and two handed catches. To throw and catch with increasing control, sometimes catching a bouncing ball. To dribble a ball with increasing control. To kick a ball safely.</p> <p><b>Balanceability</b> To balance with one leg off the ground. To push the bike using both feet. To glide with my feet off the ground. To travel around safely on the bike. To control and vary my speed. To use the brakes to stop.</p>	<p><b>Fundamentals 1</b> To understand the expectations in P.E. which keep everyone safe. To understand and use directional language e.g. forwards, backwards, sideways. To identify different ways to send an object to a partner safely. To be aware of my dominant hand.</p> <p><b>Balanceability</b> To know how to get on and off a bike safely. I know how to sit on the bike with my two hands on the handlebars.</p>	<p><b>Fundamentals 1</b> Aim Throw Roll Send Receive Target Catch Kick Strike Dribble Forwards Backwards Sideways Control Accurate</p> <p><b>Balanceability</b> Balance Handlebars Breaks Helmet Speed Glide</p>	<p><b>Fun Gym Shapes</b> To hold and control the gym shapes. To perform, repeat and link a gym shape. To create, remember and repeat a short movement phrase combining body shapes based on the letters of the alphabet. To link 2-3 gym shapes into a short movement phrase performed with control.</p> <p><b>Dance – On Parade</b> To march on the spot lifting knees high, head upright and rigid upper body. To perform marching actions in unison.</p>	<p><b>Fun Gym Shapes</b> To know the fun gym shapes (straight, star, tuck)</p> <p><b>Dance – On Parade</b> To understand and use left and right.</p>	<p><b>Fun Gym Shapes</b> Gym shapes Straight shape Star Shape Tuck Shape Short movement phrase Control Extension</p> <p><b>Dance – On Parade</b> March On the spot Forwards Backwards Quick Slow Beat Halt Salute Eyes right Unison About turn Opposite Behind</p>	<p><b>Fundamentals 2</b> To safely negotiate space. To take turns with others. To follow instructions involving several ideas or actions. To demonstrate good control and coordination in small and large movements. To throw a ball/object underarm.</p> <p><b>Athletics</b> To throw a ball/object using underarm up into the air and catch it again. To throw a ball/object accurately to a partner using underarm. To catch a ball/object thrown by a partner To bounce a ball to a partner. To throw a ball/object a further/shorter distance. To throw a ball/object overarm. Bend knees when landing.</p>	<p><b>Fundamentals 2</b> To look straight ahead when moving around a space to be safe. When throwing underarm, extend arm backwards, step into the throw with the opposite foot to the arm and extend arm forwards. Jogging is slower running.</p> <p><b>Athletics</b> To put my opposite foot forward when throwing an object/ball. To look at where you want to throw an object. To look at an object that is being thrown to you when catching. When throwing overarm, elbows should be high and arm holding the object should be high. To be aware of my dominant hand for throwing. Sprinting means running as fast as you can.</p>	<p><b>Fundamentals 2</b> Aim Throw Roll Send Receive Target Catch Kick Bend</p> <p><b>Athletics</b> Underarm Overarm Throw Catch Control Space Distance Bounce Hand position Harder Easier</p> <p>Strike Dribble Forwards Backwards Sideways Control Accurate Opposite Balance  Pace Jogging Sprinting Height Landing Points Score Improve Straight arm</p>	

### EARLY LEARNING GOALS

**Self-Regulation ELG**

- 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.

**Managing Self ELG**

- 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.

**Building Relationships ELG**

- 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.