

Reception Curriculum Progression Map

EYFS	Autumn Term All About Me Celebrations	Spring Term Under the Sea Fairy Tales	Summer Term Mini Beasts & Growing Wild Animals	ELG
C&L Listening, Attention and Understanding	<ul style="list-style-type: none"> -Learn basic skills for listening during whole class carpet time using the prompts good looking, good listening and good sitting. -Using listening skills to complete simple listening activities. -Begin to understand why listening is important. -Listen to short stories and poems. -Listen to and talk about stories to build a familiarity and understanding. -Engage in story time and join in with repeated phrases. -Understand why listening is important. -Describe and recall simple events. -Begin to ask simple questions in response to what they have heard -Begin to hold simple conversations and wait their turn. 	<ul style="list-style-type: none"> -Listen and answer simple questions about a story which has been read to them. -Engage in story time and make comments about events and characters in a story. --Ask simple questions about what they have heard or seen to find out more. --Describe some events in detail. -Hold short conversations with their peers responding appropriately to what has been said to them. 	<ul style="list-style-type: none"> -Ask questions like who, what and why to find out more and to check they understanding of what has been said to them. 	<p>ELG</p> <p>-Children at the expected level of development will:</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back -and -forth exchanges with their teacher and peers.</p>
C&L Speaking	<ul style="list-style-type: none"> -Learn new vocabulary to describe and label the school routines. - Learn new specific vocabulary related to topic. -Learn new vocabulary to describe the toys and objects in the classroom. To label objects and their purpose. -Develop and use social phrases to express their needs. -Use simple social phrases. - Use talk to help organise their thinking to explain and describe events, objects and feelings. - Sequence events when talking about own experiences or recalling a simple event. - Communicate in short sentences. 	<ul style="list-style-type: none"> -Learn and use new vocabulary in their discussions. -Articulate their ideas into well-formed sentences. -Express their ideas and feelings using full sentences. -Begin to connect ideas together using some connectives. 	<ul style="list-style-type: none"> -Use new vocabulary in different in different contexts. -Use familiar vocabulary and thing of different words that mean the same thing. -Use talk to help work out problems and organise thinking and activities. -Explain how things work and why they happen. -Express their ideas and feelings about their experiences using full sentences, including use past, present and future tenses -Begin to connect ideas together using some connectives - and, then, because. -Learn rhymes, poems and songs 	<p>ELG</p> <p>Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction, with modelling and support from their teacher.</p>

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	<ul style="list-style-type: none"> - Communicate using longer sentences of four to six words. -Express their own ideas using words, phrases and gestures. -Express their needs using appropriate vocabulary and phrases. 			
PSED Self – Regulation	<ul style="list-style-type: none"> -To begin to name feelings and how this makes them feel -Mood Monsters -Identify and moderate their own feelings socially and emotionally. <p><u>Circle time</u> Happy Sad Angry Nervous Excited</p>	<ul style="list-style-type: none"> -To know that we all experience different feelings. <p><u>Circle time</u> What can I do if I feel angry? What can I do if I am feeling sad? What can I do if I am feeling worried?</p>	<ul style="list-style-type: none"> -See themselves as a valuable individual. <p><u>Circle time</u> Change - moving into year1</p>	<p>ELG Children at the expected level of development will: Shaw and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goal, 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.</p>
PSED Managing Self	<ul style="list-style-type: none"> -To know that we have rules to keep us safe <p><u>Circle time</u> Why do we need rules? What are our school rules? Why are they important?</p>	<ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge. -Understand a healthy lifestyle <p><u>Circle time</u> Manners - why is it important to have good manners, what are good manners Road safety - How can we stay safe? Exercise - why is exercise important? Sleep - why is sleep important? Celebrating being -'us' Dropping litter</p>	<ul style="list-style-type: none"> -Manage their own needs. -Problem solve conflicts <p><u>Circle time</u> Solving conflicts - social stories Recycling - why we should recycle?</p>	<p>ELG Children at the expected level of development will: Be confident to try new activities and show independence, resilience and persevere 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>
PSED building relationships	<ul style="list-style-type: none"> -To understand what a family is and that families are different 	<ul style="list-style-type: none"> -Build constructive and respectful relationships. 	<ul style="list-style-type: none"> -Develop their sense of responsibility and membership of a community. 	<p>ELG Children at the expected level of</p>

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	<p>-Develop basic understanding of friendship -OA circle of love -Work co-operatively with friends</p> <p><u>Circle time</u> My family - naming family members, know how families are different My friends - identifying what a friend does, how they make you feel and our friends We are all different - exploring differences and celebrating them.</p>	<p><u>Circle Time</u> Being a good friend (qualities) - what makes a good friend, what makes a bad friend Belonging to our class - Who is in our class? How do we include everyone in our class? How do we look after one another? Thinking carefully about the words we use - Why are kind words important?</p>	<p>-OA Circle of trust</p> <p><u>Circle time</u> Belonging to our class -continued How we can be considerate? Who can we trust? How we look after our school? (community) = not dropping litter, being respectful etc</p>	<p>development will: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>
<p>PD Gross Motor Skills</p>	<p><u>Fundamental skills</u> To develop fundamental skills: balancing running changing direction jumping hopping travelling</p> <p>-To be able to find a space. -To freeze on command. -To be able to use and share equipment. -To develop fundamental skills: running, jumping, skipping. -To learn how to stay safe using space, work independently and working with a partner. -Use large climbing equipment to develop shoulder strength and balance. Use ribbons to support & develop shoulder strength -Take part in activities where we cross the mid line. (Brain gym) -Be able to move in different ways - crawling forwards and backwards, slithering, sliding. (Developing core muscles).</p>	<p><u>Ball skills</u> -To develop fundamental skills: (ball skills) throwing catching rolling a ball using targets dribbling a ball kicking a ball bouncing a ball -To play simple games using ball skills. -To use simple tactics to play a game.</p> <p><u>Spatial awareness</u> -To be able to negotiate space when jogging around an area avoiding obstacles and other children.</p> <p><u>Gymnastics</u> -Develop activities that develop overall body strength and coordination and agility. -To jump and land safely using a variety of different jumps - pencil, star, tuck. -To be able to perform simple rolls. -To copy create and remember short sequences.</p>	<p><u>Games</u> -To develop fundamental skills to play a variety of simple games. -To be able to work as part of a team. -To be able to take it in turns to complete an activity. - To learn how to keep score in a simple games. -To follow the rules to play a simple game. -To play against an opponent.</p> <p><u>Dance</u> -To explore travelling movements, shapes and balances. -To combine movements together. Learn to create sequences involving movement and balance. -Children choose their own movements to build a sequence. -Children copy, repeat and remember actions. -To count to a beat to keep in time with a piece of music. -To perform to others and begin to provide simple feedback.</p>	<p>ELG Children at the expected level of development will: 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>

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	<ul style="list-style-type: none"> -Draw large shapes and lines using gross motor movements. -To walk/ jog around fixed obstacles (negotiate space) -To be able to balance when standing still on a beam/ stepping stone. -Be able to skip. -To know a variety of different jumps - pencil, star -To develop hopping skills 1 foot to 2 feet 2 feet to 1 foot 1 foot to 1 foot <p><u>Spatial awareness</u></p> <ul style="list-style-type: none"> -To be able to negotiate space when jogging around an area avoiding obstacles. 	<ul style="list-style-type: none"> -To use equipment safely to travel and balance on. 	<p><u>Spatial awareness</u></p> <ul style="list-style-type: none"> -To be able to safely negotiate space when running, walk, jumping, skipping around the outdoor area. 	
PD Fine Motor Skills	<ul style="list-style-type: none"> -To hold a pencil using a tripod grip. -To make marks and draw lines using pencil. -To use a pencil to draw prewriting symbols (starting with a vertical line) -To use different mark making tools - egg shaped crayons, chalk, paint brushes. -To make snips in the paper using scissors. To cut along a straight line. -To hold our scissors correctly. (scissors support with training scissors) -To hold a paintbrush correctly. -Begin to use tools safely and with confidence spoon, knife and fork. -To be able to fasten our coats and jackets - -Practise fastening large buttons -Practise moving zips up and down. 	<ul style="list-style-type: none"> -Accurate letter formation -To take part in finger gym activities to strengthen wrists and hands. -Begin to use tools safely and with confidence - play dough tools, scissors, tweezers -To cut out simple shapes using scissors. -To establish and promote good pencil grip (tripod in most cases) -To form some letters correctly starting and finishing in the correct place. -To use a range of resources competently to pour and transport objects from one container to another. 	<ul style="list-style-type: none"> -Use a range of tools competently and with confidence: <p>Pencils Scissors Tweezers Knives Forks Modelling tools</p> <ul style="list-style-type: none"> -Promote good pencil grip (tripod grip in most cases) -Develop a fluent style of handwriting. 	<p>ELG:</p> <p>Children at the expected level of development will:</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
PD Self-care	<p><u>Oral health</u></p> <ul style="list-style-type: none"> -To understand how to look after my teeth and why it is important 	<p><u>Oral health</u></p> <ul style="list-style-type: none"> -To know how to look after my teeth. 	<p><u>Healthy eating and exercise</u></p> <ul style="list-style-type: none"> -To explain why my body needs exercise and why it is important. 	<p>ELG</p> <p>Know and talk about the different factors that support their overall</p>

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	<p>-To know how to brush my teeth by myself. (Oral hygiene workshop to be delivered to parent).</p> <p><u>Healthy eating & Exercise</u></p> <p>-To understand I need a range of different foods in my diet. -To try a range of fruit and vegetables. -To know why regular exercise is important. -To take part in physical activities with my class.</p> <p><u>Following routines and staying safe</u></p> <p>-To be able to line up one behind the other. -To take part in lunch time using and to feed myself competently. -To wash my hands independently. -To use the toilet independently.</p>	<p><u>Healthy eating & Exercise</u></p> <p>-To identify which foods I should eat more of. -To identify which foods are treats and I need less of. -To take part in physical activity with my class - PE lessons.</p> <p><u>Following routines and staying safe</u></p> <p>-To be able to line up one behind the other. -To take part in lunch time using and to feed myself competently. -To wash my hands independently. -To understand road safety and how to stay safe outside of school. (Road safety workshop for children and parents with A*) (Workshop for parents on car seats and seat belts).</p>	<p><u>Health</u></p> <p>-To understand why sleep is so important.</p> <p><u>Online Safety/screen time</u></p> <p>-To know how to stay safe online. (Parent workshop - online safety and screen time)</p> <p><u>Following routines and staying safe</u></p> <p>-To meet my own care needs - e.g. know how to cool myself down. -To follow the school routine.</p>	<p>health and wellbeing:</p> <ul style="list-style-type: none"> Regular physical activity Healthy eating Toothbrushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> Lining up and queuing Mealtimes Personal hygiene
Literacy Comprehension	<p>-Listen attentively to a short story. Begin to answer simple questions -Listen to a variety of stories and talk about the characters. Join in with repeated phrases.</p>	<p>-Listen to stories and predict what might happen and begin to link their own experiences to stories.</p>	<p>-Listen to stories and answers questions about the setting and characters</p>	<p>ELG</p> <p>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.</p>
Literacy Word Reading knowledge, including some common exception words.	<p>-Begin to recognise and blend with m a s d t sounds & Word Time 1! -Recognise first name and some environmental print. -Read set 1 sounds and Word Time 5! Beginning to blend -Begin to recognise some red words.</p>	<p>-Some exposure to set 2 sounds and write with set 1 sounds. -Ditties 1-10 -Begin to recognise some red words.</p>	<p>-Confident with set 2 sounds. Reading green RWI books. -Read 11 Red words.</p>	<p>ELG</p> <p>Say a sound for each letter of 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</p>

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Literacy Writing	<ul style="list-style-type: none"> -Use emergent writing in their play. -Trace name and begin to record some letters of their name independently. -Hear some initial sound in words and use them to write lists and labels. -Write CVC words with the support of elkonin boxes. -Give meaning to marks and begin to record some correct sounds in words maybe only the initial sound. -Understand that English text is written and read left to right and top to bottom. -Begin to form some letters taught correctly. 	<ul style="list-style-type: none"> -Begin to record more sounds in words, initial, middle and final sounds. -Write CVC words unsupported. -Begin to write phrases. -Begin to form many of the letters taught correctly. -Recognise upper-case letters. 	<ul style="list-style-type: none"> -Begin to form most of the letters taught correctly. -Use upper-case letters in writing, many of which will be correctly formed. -Write simple sentences -Use finger spaces between our words -Use a capital letter at the start of our sentence. 	ELG 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.
Mathematics Number	<ul style="list-style-type: none"> -Recognise numbers 1-5 -Count objects, actions and sounds. -Subitise - numbers 1-5. -Identify different representations of 1-5. -Compare and order numbers 1-5. -Explore the composition of numbers 1-3. -Begin to use language of more and fewer and compare groups of objects. -Identify one more and one less than numbers up to 5. 	<ul style="list-style-type: none"> -Recognise numbers up to 10. -Make amounts and count objects up to 10. -Count objects, pictures, actions and sounds up to 10. -Begin to subitise beyond 5. -Understand the 'one more than/one less than' relationship between consecutive numbers. -Explore the composition of Numbers to 10. <ul style="list-style-type: none"> • Conceptual subitising • Partitioning -Identify number bonds for numbers up to 5. 	<ul style="list-style-type: none"> -Recall addition facts for 1-5. -Recall subtraction facts for 1-5 -Recall addition and subtraction facts for 10. -Begin to recognise numbers beyond 10. -Explore adding and taking away using + and = symbols. 	ELG Children at the expected level of development will: <ul style="list-style-type: none"> • Have a deeper 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 to 10, including double facts.
Mathematics Numerical Patterns	<ul style="list-style-type: none"> -Count to 10 (and beyond) -Continue, copy and create repeating patterns ABAB. -Compare numbers -Use the vocabulary: more and fewer. 	<ul style="list-style-type: none"> -Count to 20. -Compare numbers. -Use the vocabulary more than, the same as and less than. -Double numbers and learn double facts 	<ul style="list-style-type: none"> -Count beyond 20. -Explore the relationship between odd and even numbers. -Understand the concept of sharing and share amounts into equal groups. 	ELG: Children at the expected level of development will: 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

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				within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape, space and measures	<ul style="list-style-type: none"> -Sequence events in their day. -Describe and order a simple routine from the school day. -Naming and describing 2D shapes - circle, rectangle, square and triangle. -Know the difference between night and day. 	<ul style="list-style-type: none"> -Comparing capacity (full and empty) -Comparing weight (heavier and lighter) -Comparing and ordering height (taller and shorter) -Naming and describing 3D shapes - cone, sphere, cube, cuboid 	<ul style="list-style-type: none"> -Exploring shapes and arrangements with 2D shapes. -Exploring using shapes to make new shapes. -Using positional language to describe the position of an object. 	
UTW Past & Present	<p><u>Changes in living history/memory -</u> Looking at floor book and talking about what we have done in the past.</p> <ul style="list-style-type: none"> -Place people and events in a chronological framework: -Sequence pictures from a baby to how they are now. -Match objects to people of different ages. <p>I- can recognise and describe similarities and differences, continuity and change:</p> <ul style="list-style-type: none"> -Recognise the difference between past and present in their own and others' lives. -Talking to Mrs Harper about role in society <p><u>Significant historical events</u></p> <ul style="list-style-type: none"> -Describe characteristic ideas, beliefs and attitudes of different cultures over time: -Know about similarities and differences between themselves and others, and among families, communities and traditions. (Bonfire night, Diwali, Christmas etc.) 	<p><u>Significant historical events, people and places.</u> Historical enquiry-non fiction</p> <ul style="list-style-type: none"> -Compare pirate ships from the past and ships now. Such as sails/engines, size. -I know some similarities and differences between things in the past and now -Understands questions such as who, why, when, where and how. <p><u>Changes in living history/memory -</u> Looking at floor book and talking about what we have done in the past.</p>	<ul style="list-style-type: none"> -Identify and describe reasons for and results of events, situations and changes: -Talk about their recent visit. Recount saying why it happened. -Ask questions to find out more and understand: -Learn about food from the past- no fast food, no fridge to keep things fresh, more home grown, less choice -Understanding of growth, decay and changes over time (Growing some food, Life cycle of a butterfly) 	<p>ELG: Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characteristics and events encountered in books read in class and storytelling.</p>

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	<ul style="list-style-type: none"> -Talk about the significance of historical events. -Describe an event from their past that is important to them e.g. birthday, wedding, Diwali, Christmas (in January). -<i>The lives of significant individuals in the past (Guy Fawkes, soldiers - Remembrance)</i> -Compare and contrast characters from stories including figures from the past 			
UTW People, Culture & Communities	<p><u>RE theme: Special people.</u></p> <ul style="list-style-type: none"> -Talk about people that are special to me e.g. family and friends -Look at qualities of a good friend. -Learn how some people have different beliefs to us. -Begin to identify the different faiths. <p><u>RE theme: Special stories</u></p> <ul style="list-style-type: none"> -Hear and recall stories from different faiths about special people. -Respond to stories from different faiths and talk about the different messages. -Begin to recognise how different faiths celebrate special festivals e.g. Diwali, Eid, Christmas and why they are important to them. -Recognise people in the community that help us <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> -Know the name of my school and the area that I live in/name of town school is in. VOCAB: town, road, path, church, temple, synagogue, school, home, house, flat, field. 	<p><u>RE theme: Special places</u></p> <p>What places are special and why?</p> <ul style="list-style-type: none"> -Identify places which are special to us. -Identify some religious buildings and the religion they belong to. -Identify some simple features of a mosque, temple and church. <p><u>RE theme: Which times are special and why.</u></p> <ul style="list-style-type: none"> -Identify special times for us. -Talk and learn about why Easter time is special for Christians. -Talk and learn about why Eid is a special time for Christians. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> -Use simple features to identify features on a map - create a treasure map. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> -Features of their own environment compare with features of an island 	<p><u>RE theme: What is special about our world and why.</u></p> <ul style="list-style-type: none"> -Talk about things that they find puzzling and interesting. -Learn that some people believe God created this wonderful world. -Here and talk about similarities and differences in creation stories. - Talk about their own experiences and feelings about the world -Identify ways to care for the world and how it makes them feel -Begin to think about how different faiths care about the world. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> -Identify to know that there are hot and cold areas of the world -Look at appropriate clothing. <p>Food: where does food grow best?</p> <p>Explore food from different climates, countries.</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> -Comment on buildings, open spaces, roads (Google maps) -point out other 	<p>ELG:</p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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>

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	<p>-Visit to the farm- talk about modes of transport</p> <p>-Look on Google maps to see the route/distance needed to travel</p> <p>-Look at the journey Mary and Joseph took to Bethlehem- where is Bethlehem? Look at map.</p> <p><u>Geographical skills and fieldwork</u></p> <p>Tour of school</p> <p>-Know that ariel view maps are taken from above- like a Bird's eye view.</p> <p>-Follow a simple map around school using pictures as cues.</p> <p><u>Human and physical</u></p> <p>-Talk about seasonal and daily weather changes.</p> <p>-Understand the effects of changing seasons and the signs of Autumn.</p> <p><u>Manmade and Natural geography</u></p> <p>-Explore and know the signs of autumn.</p>	<p>-Recognise and describe some environments that are different to the one that we live in.</p> <p>-Identify the UK on a globe and map of the world- look at the oceans, how they have different names.</p> <p>-Compare children here with children in other parts of the world. Similarities and differences between children in their class.</p> <p>-Is the area we live in 'busy' or 'quiet', explore pollution- close to motorway.</p> <p><u>Human and physical</u></p> <p>Explain that human activity can influence and impact on the world, meaning things can happen as a result of our actions. (links with leaving rubbish on the beach/floor and not put in a bin or taken home) Questions- what would happen if we left all of our rubbish on the beach?</p> <p><u>Manmade and Natural geography</u></p> <p>-Explore and know the signs of Winter/ Spring</p>	<p>countries on the globe or world map.</p> <p>-Create and follow a simple map.</p> <p><u>Human and physical</u></p> <p>-Describe some actions which people in their own communities do that help to maintain the area that they live in. Such as: keeping their gardens tidy, putting rubbish in the bin, park keepers looking after the park- cutting the grass, refuse collectors emptying the bins, road sweepers</p> <p><u>Manmade and Natural geography</u></p> <p>-Explore and know the signs of Summer</p> <p>--Identify differences between seasons- Summer-hot, sunny. Winter-cold, frost, snow</p>	
UTW The Natural World	<p><u>The natural world</u></p> <p>-Make observations outside (exploring their new outdoor environment)</p> <p>-Collect objects</p> <p>-Find and label objects in the natural world.</p> <p>-Collect objects identifying when they are the same/ different</p> <p><u>Perform simple tests</u></p> <p>-Exploring using simple equipment.</p> <p>Children to be introduced to simple</p>	<p><u>The natural world</u></p> <p>- Describe natural environments different to their own (beach, forest)</p> <p>-Identify ways to care for the environment.</p> <p>-Observe and label a simple life cycle - life cycle of a chick.</p> <p>-Show care and respect for living things.</p> <p><u>Perform simple tests</u></p>	<p><u>The natural world</u></p> <p>-Compare contrasting environments</p> <p>-Know how to care for the natural environment around them.</p> <p>-Explain why and how things happen.</p> <p><u>Perform simple tests</u></p> <p>-Describe features of plants and the lifecycle of a plant</p> <p><u>Observing closely, using simple equipment</u></p>	<p>ELG:</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read</p>

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	<p>equipment to develop observational skills- magnifying glasses, microscopes.</p> <ul style="list-style-type: none"> -Using our senses to describe likes and dislikes. -Observe the change of state (cooking, ice in colder weather) -Explore different materials. <p><u>Observing closely, using simple equipment</u></p> <ul style="list-style-type: none"> -Observing and exploring the signs of Autumn. -Make observations about how people are the same and how people are different. -Describe and label what they see, feel and hear. <p><u>Identify and classify</u></p> <ul style="list-style-type: none"> -Naming the parts of the body and describing what they are used for. -Talk about animals from their own experiences. -Make representations of animals. -Being exposed to a range of different materials. 	<ul style="list-style-type: none"> -Perform simple tests with support (Water play using magnets, bending and stretching, floating and sinking). <p><u>Observing closely, using simple equipment</u></p> <ul style="list-style-type: none"> -Identify similarities and differences between animals <p><u>Identify and classify</u></p> <ul style="list-style-type: none"> -Begin to sort objects by their own criteria -Identify the names of different objects. -Use some words to describe how different objects feel -Identify some common materials (wool, wood, glass) and identify where some of these materials come from. -Describe materials using scientific enquiry. Make observations and talk about plants in the outdoor environment -Know the names of some common plants - beanstalk, sunflower, poppy, daffodil 	<ul style="list-style-type: none"> -Observe plant growth and talk about the different stages of growth. -Learn how to take care of a plant. -Explain in detail changes they observe (lifecycle of caterpillar) <p><u>Identify and classify</u></p> <ul style="list-style-type: none"> -Name and identify animals (farm animals, pets, animals found in a zoo) -Name and describe unfamiliar animals. -Identify and describe where these animals might live. (habitats) -Describe some key features of some animals e.g. wings, legs, fur etc. -Describe the basic needs of animals - food, water, shelter -Draw diagrams of animals and plants -Sort animals using simple criteria's 	<p>in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
EAD Creating with Materials	<p><u>Drawing:</u></p> <ul style="list-style-type: none"> -Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. -Use and begin to control a range of media. Draw on different surfaces and coloured paper. <p><u>Painting:</u></p> <ul style="list-style-type: none"> -Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. -Recognise and name the primary colours being used. Match colours to 	<p><u>Drawing:</u></p> <ul style="list-style-type: none"> -Start to produce different patterns and textures from observations, imagination and illustrations. <p><u>Painting:</u></p> <ul style="list-style-type: none"> -Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. <p><u>D & T:</u></p> <ul style="list-style-type: none"> -Describe simple models or drawings of 	<p><u>Drawing:</u></p> <ul style="list-style-type: none"> -Look and talk about what they have produced, describing simple techniques and media used. <p><u>Painting:</u></p> <ul style="list-style-type: none"> - Look and talk about what they have produced, describing simple techniques and media used. <p><u>D & T:</u></p> <ul style="list-style-type: none"> -Discuss their work as it progresses. -Explore using/ holding basic tools such 	<p>ELG:</p> <p>Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

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	<p>different artefacts and objects. -Begin mixing colours.</p> <p><u>D & T:</u> -Explain what they are making and which materials they are using. -Select materials from a limited range that will meet a simple design criteria e.g. shiny. -Start to build structures, joining components together -Use adhesives to join materials -Say what they like and do not like about items they have made and attempt to say why. Select and name the tools needed to work the materials e.g. scissors for paper. -Select and name the tools needed to work the materials e.g. scissors for paper. Explore ideas by rearranging materials. -Begin to create their design using basic techniques. -Use technical vocabulary when appropriate. -Begin to talk about their designs as they develop and identify good and bad points.</p>	<p>ideas and intentions. Begin to use scissors to cut straight and curved edges and hole pinches to punch holes. -Use technical vocabulary when appropriate. Start to talk about changes made during the making process. -Make use of props and materials when role playing characters in narratives and stories.</p>	<p>as a saw or hammer. -Look at simple hinges, wheels and axles. -Use technical vocabulary when appropriate. -Discuss how closely their finished products meet their design criteria. -Make use of props and materials when role playing characters in narratives and stories.</p>	
<p>EAD Being Imaginative and Expressive</p>	<p>-Sing well-known nursery rhymes as part of a group. -Explore the sounds that different percussion instruments make. -Copy simple clapping rhythms. -Listen attentively to a variety of music. -Engage in role- play and small world play. -Learn new songs and revisit them often -Call and response songs</p>	<p>-Sing a range of songs with different beats -Use instruments to create own music -Make own clapping rhythms. -Begin to move to variety music. - speed and volume.</p> <p>-Engage in pretend play, using props and pretending and using objects for other purposes.</p>	<p>-Sing a range of songs matching pitch and melody. -Perform as part of a group using a variety of instruments. -Move in time to music (if appropriate).</p> <p>-Engage in collaborative pretend play with others using a narrative in their role-play and small world play.</p>	<p>ELG: Children at the expected level of development will: 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>

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	<ul style="list-style-type: none"> -Use instruments to make loud and quiet sounds. -Copy clapping rhythms that have change of pace and volume. -Listen and express how a variety of music makes us feel. -Engage in pretend role-play and small world play, using props and taking on a role. 			
<p>Children will engage in a Christmas performance and end of year performance which will offer the opportunities to sing and dance. Throughout the year the children to have opportunities to observe different styles of dance and music performances; to say how these performances make them feel and; to express likes and dislikes.</p>				