Reception

Building Knowledge Across the Year Progression Document - Prime Areas

Communication and Language, Personal Social & Emotional Development, Physical Development

Reception	Context and connections	Communication and Language	Personal, Social and Emotional Development	Physical Development
Autumn 1	My Family All About Me and My Home Harvest *(T4W Brown Bear Brown Bear & Little Red Hen))* SEALs New Beginnings	**Listening, attention and understanding** Understand how to listen carefully. Know why listening is important. Follow adult cues to listen. Know the behaviours for successful speaking and listening. *(Use visual prompts).* Listen and respond to others within play situations, with the support of adults. Recall a range of simple nursery rhymes. Answer simple who and what questions. Follow a simple instructions. **Speaking** *Adults to encourage and model the use of simple sentences.* Children to speak in phrases /short sentences. Join in with the retelling of very simple stories with repetitive patterns. (T4W Brown Bear, Brown Bear, Little Red Hen) Talk about their experiences from home. Talk about experiences in the now and immediate past. Hold a simple reciprocal conversation with an adult. Recall, understand and use targeted vocabulary for the half term.	**Building Relationships** Work alongside others. Play co-operatively with a friend. Work with others and take turns (with the support of an adult). Share resources. *Play a range of games to enable children to become familiar with their peers.* *Play partner to encourage sharing and turn taking.* *Model working alongside others.* *Model using words to express a need (Please can I have the car, please can you pass a glue stick).* *Get to know children and families (likes / dislikes, history, culture).* **Managing Self** Follow the class rules. (Use visual prompts). Follow the classroom routines. Access resources to play with from a limited range. Put on my coat. Use the toilet and wash hands independently. **Self Regulation** Begin to use vocabulary around feelings. (Sad, happy, cross).	**Gross Motor Skills** Play a range of games to move safely in a large space, negotiating obstacles. Stop quickly on command and change direction. Pedal a trike. Steer around obstacles while on balance bikes / ride along toys. Copy gross motor skills with Squiggle While you Wiggle. **Fine Motor Skills** Stack, align and balance blocks of different shapes and sizes Thread laces, and use pegs & peg boards. Cut along straight lines. Tear paper. Join materials with glue sticks. Squash, flatten, cut dough. Participate in hand action songs. Develop a tripod pencil grip. Teach directional vocabulary for handwriting, straight lines, circles, retracing lines. Begin to copy letters (csatpinmo). Copy an adult's guided drawing (simple shapes/ pictures).

		Adults to model asking either/or questions and support children in responding. (Would you like an apple or a pear?). *Adults to model using who, where, when questions and encourage answering in short sentences.* *Participate in adult narration of independent learning.*	Show some resilience when faced with a challenge. Regulate feelings with the support of an adult. *Model the language to verbalise behaviours (trying hard, persevering, not giving up, trying something new).* *Introduce strategies to help regulate belly breathing, finding a calm space, time out etc,* *Model showing resilience and not giving up when difficulties arise.*	
Autumn 2	Celebrations. Light and Dark People who help us *Diwali* *(T4W The Enormous Turnip & Little Red Riding Hood))* SEALs Getting On and Falling Out	**Listening, attention and understanding** Listen carefully to others. Take turns to speak and listen. Answer who and why questions. Follow **two step** instructions with 4 key words. *Ask "Tell me more" to extend responses from children.* *Model extending sentences and expand vocabulary.* *Model asking questions (What's in the bag).* *Encourage children to ask questions.* **Speaking** Speak in sentences *(adults to model extending sentences).* Talk about experiences from home. Recall and recite more complex rhymes. Participate in very familiar stories as a class to recite phrases (T4W The Enormous Turnip) Tell own stories (Helicopter stories). Recall, understand and use targeted vocabulary for the half term. Ask questions to gain information. *(Encourage children to ask questions).*	**Building Relationships** Access resources from a wider range. Work alongside others. Work with a friend and take turns. Take part in co-operative and collaborative play. Present my work to others (show and talk). Present to an audience (helicopter stories, sharing work). **Managing Self** Know how to keep teeth clean. Know which foods are good for / bad for teeth. Know the importance of hand washing before eating and talk about why. Manage own clothing (jumper, coat, put on wellies). Show resilience when faced with a challenge *Teach the importance of keeping teeth healthy.* *Promote self-help with clothing (fastening coats, all in one outdoor suits, changing shoes).* **Self Regulation** Build a vocabulary around feelings. (Anxious, upset, cross, angry).	**Gross Motor Skills** Travel in different ways with control and co-ordination. (Walk, run, jog, crawl, gallop). Jump in different ways (star, bunny, forwards, backwards, sideways). Copy a range of gross motor skills with Squiggle while you wiggle. Balance when walking along beams, benches (indoors) and crates, planks (outdoors). **Fine Motor Skills** Stack, align, balance shapes with magnetic joints. Use scissors to cut and turn along straight lines. Join materials with glue sticks, PVA glue and masking tape. Join and separate small construction kit components by clicking and twisting. Dig with trowels to make deep holes for planting bulbs. Use squashing techniques including rolling pins to achieve desired effects in dough. Develop a tripod pencil grip.

		Use "I wonder" and Perhaps if we…") to prompt / engage in conversation with children.	Use words to explain how I feel. Regulate emotions with the support of an adult. Talk about how I am similar to my friends. *Model talking about how your body feels when you experience emotions.* *Devise strategies to help manage /cope.*	Copy an adult's guided drawing (simple pictures). Copy letters (SW unit 1-5).
Spring 1	Where do we live? Our local area *(T4W The Three Billy Goats Gruff & non fiction - Our local area)* SEALS Say No to Bullying	**Listening, attention and understanding** Know the rules for effective speaking and listening (*supported by to visual prompts*). Listen attentively and respond to what is heard in sentences. Listen to friends and respond to what they say in play. Respond to why questions. Follow instructions with 3 steps. *Model how to and encourage children to engage with conversation with their friends.* *Model extending conversation.* *Model how to ask questions and encourage children to ask questions about what they have heard.* **Speaking** Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props. (3 Billy Goats Gruff). Participate in re telling very familiar stories as a large group (especially chorus / repetitive phrases). T4W 3 Billy Goats Gruff) Recite funny rhymes. Share experiences from home. Participate in small group discussions taking turns to speak and listen. Recall, understand and use targeted vocabulary for the half term. Ask questions to gain information or clarify understanding.	**Building Relationships** Work alongside others. Work collaboratively with a friend to complete a task. *Provide opportunities to work in a small group on tasks like turn taking games.* *Provide opportunities to work with a partner collaboratively.* *Model identifying and articulating the needs of others.* **Managing Self** Know and talk about class rules. Undress and dress for PE independently. Manage child initiated choosing time independently, accessing and sharing resources. Know foods that are unhealthy for teeth. Know the importance of a healthy diet. Know foods that are important for good health. Show resilience when faced with a challenge. **Self Regulation** Use a range of words to express feelings. Regulate emotions with more independence. Talk about my work and what went well. Talk about what I plan to do. Begin to recognise what a simple goal might be and begin to plan how to achieve it. Recognise similarities and differences between themselves and others.	**Gross Motor Skills** Work in a personal space and negotiate space around others. Travel in different ways (walking, galloping, skipping, jogging, hopping, jumping). Hold shapes whilst balancing on benches in a variety of positions (including sitting, standing, and prone on front and back). Use large climbing apparatus to climb and balance. Recognise body changes during exercise. Travel across simple obstacle courses. Carry and control small equipment **Fine Motor Skills** Use scissors to cut along curved lines. Join materials with PVA glue and spreaders and masking tape. Cut with a knife (dough, clay, own food). Thread and begin to tie with string, ribbons. Use small hammers accurately. Form letters accurately using a tripod grip. Follow an adults model in guided drawing linked to topic (bridges).

		Ask "Tell me more" to extend responses from children. *Model adding connectives on the end of simple responses to include detail or causative extensions (and, because).* *Model talking through how to solve problems stating what the problem is and how we might address it.*	*Model how to identify and talk about how to solve simple problems.* *Build a vocabulary around feelings (frustration, angry, cross).* *Talk about and build strategies for coping with frustration e.g. what to do if stuck.*	
Spring 2	Easter Food and farm North Shields Non- fiction North Shields and Farm SEALS Going for Goals	**Listening, attention and understanding** Listen carefully in a range of situations (whole class, small groups, visits, visitors in school). Hold a short back and forth conversations. about topics that interest them in a range of situations (including whole class teaching time, small groups and child initiated play). Process and follow three step instructions. Respond to what they hear with relevant comments. Answer questions to find out more information about what has been heard. *Model how to pose questions about what has been heard.* **Speaking** Participate in small group discussions. Speak in sentences using past and present tense. Compose and articulate factual sentences linked to topic (North Shields, farm). Link sentences using connectives (because, and, but). Share and talk about own ideas. Tell own stories (helicopter stories) that have a clear beginning, middle and end. Share experiences from home. Recall, understand and use targeted vocabulary for the half term.	**Building Relationships** Work alongside others sharing resources. Engage in co-operative activities that promote collaboration. Work in a small group on tasks like turn taking games. Begin to recognise and express the needs of others. **Managing Self** Know and talk about the rationale for school rules. Dress and undress for PE independently. Demonstrate resilience and perseverance. Independently manage child initiated choosing time, accessing and sharing a range of activities and resources. Be confident to try new activities/ experiences. **Self Regulation** Talk about how to solve simple problems. Make simple plans and review how plans went. Use a range of words to talk about feelings. Begin to recognise feelings in others. (Reading facial expressions, body language happy, sad, cross, angry). *Model articulating goals that children set for themselves (Plan Do Review) and plan how to achieve them.*	**Gross Motor Skills** Travel in different ways (walking, galloping, skipping, jogging, hopping, jumping). Throwing and catch skills bean bags. Transport, collect and throw (beanbags and balls). Outdoors. Travel across more complex obstacle courses including changes of height. Use large climbing apparatus to develop gross motor strength. Use gardening tools to prepare beds for planting. (Trowels, forks, rakes). **Fine Motor Skills** Use scissors to cut accurately around shapes. Join materials with staples using staplers. Join materials using masking tape. Use woodwork tools to cut and join safely and under supervision. Use food preparation tools including chopping boards and knives, graters, fruit squeezers. Follow an adults model - guided drawing linked to topic (Plants / flowers). Form letters correctly using tripod grip (including capitals).

		Model using past and present tenses and reframe children's attempts. Encourage children to teach a new skills to others verbally and by demonstration.		
Summer 1	Mini Beasts *(T4W Hungry caterpillar & nonfiction mini beast)* SEALs Relationships	**Listening, attention and understanding** Listen carefully in a range of situations (whole class, small groups, visits, visitors in school, assembly). Respond to what is heard with relevant comments and questions. Hold back and forth conversations. Answer open ended or speculative questions. *Model extending vocabulary and use of connectives.* **Speaking** Take part in whole class discussions. Retell entire familiar stories using sequenced illustrations, small world figures or props as prompts. (T4W The Hungry Caterpillar). Use connectives to extend sentences (and, but, because). Speak in full sentences using the appropriate tense. *(Re cast tense where necessary to model correct tense).* Offer an explanation into something that might happen (future tense). Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance. Share experiences from home including more detail. Recall, understand and use targeted vocabulary for the half term. *Encourage children to add more details when sharing their experiences from home.*	**Building Relationships** Take part in more complex and extended turn taking games Know some strategies to cope with difficulties that arise with friendships. Consider the needs of other children. *Support children to resolve their own differences.* **Managing Self** Dress and undress for PE independently. Show perseverance and resilience. Independently manage their child initiated choosing time. Talk about why we have rules that we follow as a class. Know some healthy food choices. *Promote independence, resilience and perseverance.* **Self Regulation** Recognise own feelings and know how to regulate. Read the facial expressions and body language of others and extend the vocabulary of emotions (excited, frightened, worried, anxious). Talk about how to solve a problem. Talk about goals and explain how they can be achieved. Talk about their work and what went well. *Talk about the reasons for success or failure in a challenge.*	**Gross Motor Skills** Throw and catch balls. Control and steer a ball by hand. Aim, roll, track and collect a ball. Use large climbing apparatus to develop climbing and balancing skills. Balance on equipment with varying heights. Control large scale gardening tools including watering cans, trowels, rakes, spades, brushes. **Fine Motor Skills** Use scissors to cut around curved shapes. Use narrow paint brushes to add details to paintings. Use woodwork tools to cut and join wood safely and under supervision. Join with cellotape tape and double sided tape. Use fine motor skills to plant and weed. Use fine mark-making tools to create texture and pattern in clay. Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Show accuracy in observational drawings. Follow an adult's model in guided drawing linked to topic (mini beasts). Form lower case and capital letters correctly using a tripod grip.

		Model the use connectives within sentences and encourage children to extend their own sentences.	*Model how to set a goal and encourage children to set their own goal and plan the steps to achieve it. (Plan Do Review).* *Model how to talk through how to solve a problem*	
Summer 2	The seashore environment (T4W Fiction - Owl Babies & sea theme Non fiction turtles and sea creatures) SEALs Changes	**Listening, attention and understanding** Listen and respond to what is heard with comments and questions in a range of situations. Engage in back and forth conversations using more challenging vocabulary. Ask questions to clarify information. *Provide opportunities for children to process language which includes challenging adjectives, verbs and positional vocabulary in instructions.* **Speaking** Participate in discussions in a range of situations (1:1, small group and large group). Compose original narratives using small world, figures or puppets or in role play with open ended props. Offer an explanation as to why things might happen. Think of questions they want to find the answers to. *(Link to transition visits).* Share my ideas and feelings using sentences. Use past and present tense in sentences. Share experiences from home including more detail. Recall, understand and use targeted vocabulary for the half term. *Encourage conversations where children express their feelings verbally. (Link to transition).* *Play games where children give instructions to each other.*	**Building Relationships** Work co-operatively with others in a range of situations. Build strategies to challenge. undesirable behaviour towards others. Resolve own differences without adult intervention. *Prepare children for transition to new classes.* *Teach strategies for making new friendships.* *Model how to demonstrate empathy for others.* **Managing Self** Dress and undress for PE independently. Demonstrate confidence, independence and resilience. Talk about our class rules and why we have them. Know healthy food choices and how they contribute towards keeping ourselves healthy. *Introduce the wider school picture as the children prepare for transition. (Whole school rules).* **Self Regulation** Set and work towards their own goal. (Plan Do Review). Regulate own feelings independently. *Support children to recognise and name the emotions that may occur with change (transition to new classes).* *Teach children to recognise situations where*	**Gross Motor Skills** Move at different speeds in a variety of ways (gallop, skip, run, jog etc). Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend. Control large scale gardening tools including watering cans, trowels, rakes, spades, brushes. Demonstrate agility, balance and strength when using large climbing equipment. Negotiate a range of obstacles in races (sports day). **Fine Motor Skills** Stack and align irregular and natural objects. Join materials with split pins and treasury tags. Use hand moulding and building techniques with malleable materials (clay, mod rock). Use fine pincer mark-making clay tools with precision. Use woodwork tools to cut and join safely and under supervision. Use fine motor skills to weed. Use a range of tools to dismantle mechanisms. Show accuracy in observational drawings. Follow an adult's model in guided drawing linked to topic. Form lower case and capital letters correctly using a tripod grip.

			choices need to be made. For example what happens if a friend tells you to do something you shouldn't.	

Communication and Language ELGs	Personal, Social and Emotional ELGs	Physical Development ELGs
Listening Attention & Understanding • Listen attentively and respond to what they hear with relevant questions, comments & actions during whole class discussion and small group interaction. • Make comments about what they have heard and ask questions. • Hold conversations involving back and forth exchanges with peers and teachers. **Speaking** • Participate in small group, class and one to one discussions offering their own ideas and using introduced vocabulary. • Offer explanations for why things might happen, making use of recently used vocabulary from stories nonfiction, rhymes and poems. • Express their ideas and feelings using full sentences, including use of past, present and future tense and the use of conjunctions with modelling and support from teachers.	**Self Regulation** • Show an understanding of their own feelings and those of others and begin to regulate behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focussed 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** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reason 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** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.	**Gross Motor Skills** • Negotiate space and obstacles safely with consideration for themselves and others. • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** • Hold a pencil affectively in preparation for fluent writing using a tripod grip in almost all cases. • Use a range of small tools including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.

Reception

Building Knowledge Across the Year Progression Document - Specific Areas

Literacy and Maths

Reception	Context and connections	Literacy	Mathematics
Autumn 1	My Family All About Me and My Home Harvest *(T4W Brown Bear Brown Bear & Little Red Hen))*	Talk about what we can see in busy pictures. Model extending children's words and phrases into sentences. Develop book vocabulary and language structures through hearing patterned repetitive texts. Participate in repeating repetitive refrains in shared stories. Share a range of stories and encourage children to talk about what is happening and what might happen next. Use helicopter stories to encourage children to compose own short narratives. Teach and practise oral blending, hearing initial sounds, awareness of rhyme and alliteration. Participate in, memorise and perform simple action rhymes. Develop children's auditory memory 2 and 3 items. Teach phonics Sounds-Write Units 1 and 2 Teach directional vocabulary linked to letter formation. Straight lines, anticlockwise movements, curly c Form recognisable letters correctly (satpimon). Use handwriting ditties and teach formation of letters satimpon (Sounds-Write units 1 and 2).	**Number / numerical patterns** Match objects that are the same. Sort sets into groups based on attributes. Count forwards to 10 by rote. *Model counting on from a given number (within 10).* Count sets of objects or actions, demonstrating the cardinal rule within 5, then 10 Use 1:1 correspondence within 5. Count out 5 objects from a larger group. Subitise within 5 Find 1 more within 5. Explore number composition to 5 Estimate within 5. Compare quantities within 5. (Which has **more / fewer**). Sort objects , recognise commonality and make sets. Complete AB visual linear patterns **Shape and Measure** I can use the language **tall, long and short** to compare objects. Name 2 D shapes (square, triangle, circle, rectangle). Build with and talk about 3 D shapes. Narrate the pattern of the school day using **now, next, after playtime, after lunch, before home time** etc.

		Use marks or some letters for meaning. Copy name from a name card. Write labels. T4W Brown Bear Brown Bear (Repetitive text) T4W Little Red Hen (Finding tale) T4W non fiction instruction – How to make bread. *Barefoot Abstraction / algorithms computational skills – story map*	*Teach/ model explaining/ reasoning skills (computational thinking skills).*
Autumn 2	Celebrations. Light and Dark People who help us *Diwali* *(T4W The Enormous Turnip)*	Use a wider range of repetitive structures in books and use these to aid children's participation. Develop story structure beginning, middle, end Use helicopter stories to enable children to compose narratives. Look for clues in illustrations. Answer who and why questions. Memorise and perform more complex action rhymes and nursery rhymes. Develop auditory memory 3 items. Sounds-Write Units 3 – 6. Reading and spelling CVC words Use handwriting ditties and teach forming the letters within Sounds-Write units 3-6. Begin to break speech into words when writing. Write labels, lists and captions Copy own name using correct letter formation. T4W The Enormous Turnip (Cumulative tale Pie Corbett) *Barefoot Abstraction / algorithms computational skills – story map.*	**Number / numerical patterns** Sort sets by attribute. Recognise the odd one out in a set. Count sets within 10. Count irregular groups using a strategy so none are missed (e.g. moving counted items, arranging in a line). Count 1:1 within 10. Compare quantities within 5 (**more/ fewer/ equal to**). Count backwards within 10. Begin to count back from a given number. Talk about number composition to 5. Subitise within 5. Make AB transient linear patterns. **Shape and Measure** Use the words **heavy, light, full and empty** to compare mass and capacity. Name 2D shapes name (include hexagon, rhombus) and describe. Positional language. Narrate the pattern of a day using **morning, lunchtime, afternoon, evening, bedtime, daytime, night time.** *Explaining reasoning (computational thinking).*
Spring 1	Where do we live? Our local area *(T4W The Three Billy Goats Gruff & non fiction - Our local area)*	Recall key elements of books they have heard and read (characters, setting, events). Talk about what they like / dislike within a story. Re enact stories. (Helicopter stories & T4W) Express preferences for books and talk about why they like them. Answer why questions about what has been read. Learn word play rhymes and more complex nursery rhymes.	**Number / numerical patterns** Count forwards within 20. Count back from 10. Identify one more and one less within 10. Compare quantities within 10. (**More, fewer, equal**) Talk about number composition 6, 7 and 8, partitioning and recombining Subitise to 5, recognising smaller groups within.

		Auditory memory 3 & 4 items. **Sounds-Write units 7 - 9** Reading and spelling with CVC, VCC, CVCC words. Introduce double consonant spellings (ll, ss ,ff, zz) Model composing own sentences and writing them. Encourage children to write their own simple phrases and sentences. Write first name from memory using correct formation. T4W The Three Billy Goats Gruff (Wishing tale) *Barefoot Abstraction / algorithms computational skills – story map* T4W Non fiction North Shields	Know addition facts to 5. **Shape and Measure** Use the words **longer, taller, shorter** to compare length and height Design with 2D shapes. Make 2D shapes out of other 2D shapes. Narrate the pattern of a week using **today, tomorrow, yesterday.** *Explaining reasoning (computational thinking).*
Spring 2	Easter Food and farm Non- fiction North Shields and Farm	Understand cause and effect in books they have heard or read. Predict the endings of stories. Learn a range of rhymes linked to topic (farm) Develop auditory memory - remember 4 items. Sounds-Write Units 10 – 11 Reading and spelling words CCVCC, CVCCC and introduce diagraphs (sh, ch, th, ck,wh,ng) Introduce forming capital letters. Write simple sentences with regular words, including those with digraphs. Write own first name from memory with correct formation. T4W Non fiction – Farm Write our own non fiction texts linked to the farm and North Shields. Barefoot Computational thinking, algorithms, sequencing	**Number / numerical patterns** Count by rote beyond 20 Count forwards within 20 from different starting points. Count backwards within 10 starting from different starting points. Compare quantities / numbers within 20 **(more/ fewer/less/ equal)** Demonstrate understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames. (Decomposition – computational thinking). Subitise to 5, recognising groups within. Begin to know subtraction facts to 5 Recall addition facts to 5 Know double facts from double 1 to double 5. Explore the pattern within odd and even numbers. Share even quantities and link to even numbers. **Shape and Measure** Make comparison of length and height using non-standard measures. Designs with 2D shapes –problems and properties. Sort 2D shapes according to properties. (Grouping and naming computational thinking). Narrate the pattern of a week using the **names of the days.**
Summer 1	Mini Beasts *(T4W Hungry caterpillar & nonfiction mini beast)*	Encourage children to anticipate key events in stories. Predict the development of the plot in a story. Teach new vocabulary and model it within sentences. Encourage children to use newly introduced vocabulary. Use props to retell simple stories. Make links between texts. Model using simple information books to find out facts. Make simple non fiction books.	**Number / numerical patterns** Rote beyond 20, beginning to recognising decade numbers. (Up to 50) Count backwards from different starting points within 10. Count backwards by rote from 20. Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frames. (Decomposition - computational thinking). Recall and apply double 1 to double 5

			Recall subtraction facts within 5 and apply.
		Develop auditory memory – remember 4/5 items.	Know some addition facts within 10. Recall evens and odds and apply Share quantities evenly and link to even numbers.
		Sounds-Write Unit 11	Subitise beyond 5 by looking for groups (e.g. 7 could be groups of 5 and 2)
		Letter formation consolidate lower case and capital letters. Write short compositions with more than one sentence and full stops. Model writing for a range of purposes.	**Shape and Measure** Recognise and name 3 D shapes (cube, cuboid, sphere, cylinder)
		T4 W The Hungry Caterpillar (Cumulative story) T4W Non fiction mini beasts. *Barefoot Computational thinking abstraction, algorithms, sequencing*	Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday Introduce O' clock time *Explaining reasoning (computational thinking).*
Summer 2	The seashore environment (T4W Fiction - Owl Babies & sea theme non fiction turtles and sea creatures)	Use the structure of rhyming texts to participate in recalling sections of the text. (Read a lot books). Retell stories in their own words. Answer how questions. Understand and use introduced vocabulary. Auditory memory 4 / 5 items. Sounds-Write Unit 11 and Bridging Unit Write short compositions with more than one sentence, including capital letters and full stops. Model writing for a range of purposes. *Barefoot Computational thinking abstraction, algorithms, sequencing.*	**Number / numerical patterns** Count by rote beyond 20 beginning to recognise decade numbers (up to 50 / 100). Count backwards within 20 from different staring points. Make sets of 100, actual and transient. Count in decade numbers. Notice and articulate patterns on a 100 square. (Computational thinking). Recall addition and subtraction facts to 5 begin to know facts to 10. Recall and apply doubles and halves within 10. Talk about number composition within 10. Continue and create more complex linear patterns. Continue and create circular and symmetrical designs with 2D and 3D shapes **Shape and Measure** Name and sort 3D shapes according to properties. Measure mass and capacity using simple non-standard measures.

Literacy ELGs	Mathematics ELGs
Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Reading** • Say the sound for each letter of the alphabet and at least 10 diagraphs. • Read words consistent with their phonic knowledge by sounding / blending • Read aloud simple sentences that are consistent with their phonic knowledge including some common exception words. **Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases / sentences that can be read by others.	**Number** • Have a deep understanding of number to 10 including the composition of each number. Subitise quantities (recognise without counting) to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some bonds to 10 including double facts. **Numerical Patterns** • Verbally count beyond 20 recognising the number 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 evenly.

Reception

Building Knowledge Across the Year Progression Document - Specific Areas

Understanding the World and Expressive Arts & Design

Reception	Context and connections	Understanding the World	Expressive Arts and Design
Autumn 1	My Family All About Me and My Home Harvest *(T4W Brown Bear Brown Bear & Little Red Hen))*	**Overarching local community theme – North Shields – Home, school and beyond** **Past and Present** Know that children were babies in the past. Describe how people change in the first four years of life. Identify similarities and differences between babies and four year olds. Know that adults were children in the past. Talk about images from homes in the past and describe differences. (No technology, dishwashers etc.). Talk about some differences in household objects in the past. (Use old items to talk about artefacts used in the past e.g. old irons). **People culture and communities** Know that we belong to a family and families can be different. Talk about own family. Identify and name different types of houses in our local area. (Local area homes walk). Children to talk about their homes. Identify similarities and differences between different homes. Describe and represent the home in 2D and 3D, naming rooms and parts of the building. **The natural world** Identify similarities when sorting classroom objects. (Sorting, tidying within the environment). Draw self with details of facial features	**Using materials – skills** Roll dough /clay between palms and with a rolling pin. Cut or tear a wide range of materials (including paper, card, cardboard, masking tape, wire). ** Use torn paper to paper mache* Use scissors to cut and turn along straight lines. Create recognisable shapes (circle, square, rectangle, triangle). Use templates and free hand drawing. Make a tube by rolling paper. Make simple representations when making an observational drawing. (Vegetables) Stack, align and balance with bricks and blocks on a range of scales. Stack vertically and horizontally. Fix using a flange technique. (Mini me) Draw familiar people from memory, with attention to detail. Name and explore mixing the primary colours (red, yellow, blue). Use ready mixed paint. Create secondary colours purple, orange, green) Paint with broad brushes. Join materials with glue sticks. Observational drawing - Capture detail in facial features. **Role play** Select and use large scale resources outside to create real world scenarios. Enact domestic routines and brief family narratives using props. **Music /singing** Mark the pulse (beat) of pieces of music using body percussion.

		Know and name the features of the Rec outdoor quad. (Trees, leaves, bark trunk, roots, plant.) Name bulbs and demonstrate how to plant bulbs (daffodils, tulips). Predict how they will grow. Visit nature garden. Observe and talk about changes that are occurring in our outdoor environment. ICT Use cameras to take photos changing seasons. Describe and explain changes of state when baking bread. Name and describe typical vegetables that are harvested include pumpkins. Make pumpkin soup (computational thinking sequencing). Computational thinking skills (Barefoot unit Make a body + parts of our body) ICT Use video to record T4W	Copy, memorise and perform a repertoire of simple hand-action songs and simple nursery rhymes (one per week). Listen to and comment upon a range of music. *Use Charanga Reception Autumn unit 1*
Autumn 2	Celebrations. Light and Dark People who help us *Diwali* *(T4W The Enormous Turnip)*	**Overarching local community theme – North Shields – Home, school and beyond** **Past and Present** Recall past events with their family. Understand that the story of Guy Fawkes happened a long time ago but links to celebrating bonfire night. Understand that the Christmas nativity story was a long time ago. **People Culture and Communities** Know the roles of people in our local community (fire fighter, doctors, and police). Talk about how different families celebrate Christmas and share experiences. Name some special buildings in our community (church) and explain their function. Visit Church – Nativity. Know the Christmas story and characters. Talk about how some people (Hindu Sikhs) celebrate Diwali. **The Natural World** Name and sort different materials (wood, plastic, metal, glass). Describe changes to trees and woodland plants in autumn. Walk around school and our locality. Observe and talk about changes to trees, plants, environment. (Collate photographs, leaf prints, drawings for class books).	**Using materials – skills** Use narrow brushes to paint within outlines. Use narrow brushes to paint with more details. Print with with blocks, sponges, natural objects, bubble wrap. Join using PVA glue and spreaders. Squash, squeeze, flatten clay. Pinch clay (Diwali pot) Create a repeating pattern using a range of materials (small and large scale). Draw observed features / shapes. (Observational drawings. Range of bulbs). Create secondary and tertiary colours by mixing paints to make green, orange, purple and brown. Use powder paints; predict and narrate the effects. Locate and reproduce geometric patterns in the urban environment. (Link to shapes). Introduce children to artists: Kandinsky & Mondrian. **Role play** Generate short narratives about the local environment using role play (people who help us doctors, fire fighters, police) Speak and act in role, demonstrating recall of the jobs of key members of the community.

		Observe the differences between different types of bulbs. Plant bulbs. Observe and talk about changes in ice melting. Outdoors and indoor opportunities. Use clay to observe a change is state (malleable to hard). (Create a Diwali tea light pot). Use ICT cameras to take photographs of the changing seasons Name and sort different types of materials (plastic, wood, metal). Computational thinking links (Barefoot unit Awesome Autumn) Beebots and mazes. Use video for T4W Use simple mark making software on ICT board.	**Music / Singing** Mark the beat and imitate rhythms with tapping and striking instruments. Listen to and comment upon a range of music. *Use Charanga Reception Autumn unit 2* Learn a selection of rhymes (one per week) Perform a small repertoire of short repetitive songs. (Christmas performance).
Spring 1	Where do we live? Our local area *(T4W The Three Billy Goats Gruff & non fiction - Our local area)*	**Overarching local community theme – North Shields – Home, school and beyond** **Past and Present** Compare and identify similarities and differences between old pictures of North Shields to pictures now. Observe and talk about what has changed. Recall past events that happen with their family. **People Culture and Communities** Discuss how Chinese people celebrate new year and re enact some customs. Name street furniture on a short locality walk. Name locality features on a simple route to the library. Name some buildings in our community and explain their function (library, shopping centre, Kiki's cabin, Collingwood monuments, Church, Medical centre) Use ariel view of school and locality to identify and talk about familiar places. Map school environment indoors and outdoors. Mapping of immediate environment. Computational thinking Barefoot unit (Summer fun – Maps) Discuss purpose of bridges (Billy Goat Gruff Link) Name and draw bridges near us. (Tyne, Millennium, Swing).	**Using materials – skills** Create spirals using dough / clay. Twist and wrap with pressure and precision, narrating choices about colour and texture. Fold paper / card into halves. Roll paper to make tubes. Join tubes to other materials using a flange. Create a circular repeating pattern. Print into clay. Press natural materials into clay. Use string to make imprints into clay. Use appropriate shapes and colours in observational drawings. (Draw familiar landmarks). Combine materials to make a class dragon (wrap with strips of crepe paper). Create new colours by layering and overlapping blue, green, and white translucent materials. Make different shades of a given colour by adding white paint. Join with masking tape. Create recognisable animals in 2D. **Role Play** Retell episodes from a known story in role or small world play. Tell stories through using materials / resources. Role play own experiences (shop, home role play).

		The Natural World	Music / Singing/ Dancing
		Plant class bulb Amaryllis monitor changes and name parts of the plant (stem, stalk, leaf, flower, petal). Measure and record growth. Draw observations. Describe changes to trees and woodland plants in winter. Describe and explain changes of state with water (ice). Observe bunches of flowers e.g. daffodils and note changes in state. Leave to die so changes in state are observed and discussed. Use ICT cameras to take photographs of the changing seasons. Videos for T4W Use software that supports learning in phonics, maths etc.	Pitch match during sections then whole melodies of four line songs. (Pitch - high / low sounds) Imitate more complex rhythm patterns with tapping instruments. *Use Charanga Reception Spring unit 1* Listen to and comment upon a range of music (Chinese new year celebrations). Dance with large arm movements using props –ribbon and fabric (Chinese New Year link)
Spring 2	Easter Food and farm Non- fiction North Shields and Farm	**Overarching local community theme – North Shields – Home, school and beyond** **Past and Present** Know that in the past much of North Shields was farm land. Know that in the past work on farms was done by hand (no machines, combine harvesters etc.) Know that new changes are occurring in the present (new houses being built near the library). **People Culture and Communities** Know the purpose of different buildings within our local community. Know a range of jobs within our local community. Visit to North Shields library. Know the Easter story and associated customs. Visit the church and know that the Church is an important place to some Christians at Easter. **The Natural World** Know the features of farm and countryside. Name farm animals and off spring. Know the features of a farm / countryside. Identify similarities and differences between a farm and North shields.	**Using materials – skills** Create 3D designs or sculptures with different materials in the environment (include natural materials). Use sculpting tools to make carvings into clay. Join with clay. Make observational drawings of spring flowers. *Use work by the artist Van Gogh (Sunflowers, Irises) as a stimulus.* Blend / smudge oil and chalk pastels. Make observational drawings of farm animals, including more details. Join reclaimed materials effectively using glue and / or tape. Thread needle and use to join 2 pieces of materials. Join using an L brace Create recognisable animals in 3 D with dough / clay. **Role Play** Retell episodes from a known story with dialogue using small world figures or puppets. Role play familiar roles. (Vet, home area) **Music / Singing/ Dancing** Pitch match during sections then whole melodies of four line songs. (Pitch - high / low sounds) Imitate more complex rhythm patterns with tapping instruments. Listen to and comment upon a range of music. *Use Charanga Reception Spring unit 2*

		Name some crops and talk about how they are grown and harvested. Know that some foods cannot be grown in our country. Observe, name and draw flowers, farm animals, and a variety of fruits / vegetables. Sequence the life of a baby bird from eggs hatching to maturity. Use ICT cameras to take photographs of the changing seasons in our school environment and our local environment in North Shields. Use software that supports learning in phonics, maths etc. Use ICT to take photos of changing seasons.	Memorise short choreographed dance sequences to accompany songs in pairs or groups.
Summer 1	Mini Beasts *(T4W Hungry caterpillar & nonfiction mini beast)*	**Overarching local community theme – North Shields – Home, school and beyond** **Past and Present** Know the lifecycle of caterpillars to butterfly. **People Culture and Communities** Know that Muslims celebrate the festival of Eid. Talk about how Muslim's celebrate. Know where Muslim's worship – Mosque Visit North Shields library. Walk around our local community. Identify what is the same / different from our previous walks Know a range of jobs within our local community. Visits to include library, shops, café (small groups to visit throughout the term). **The Natural World** Spend time in the wildlife garden and notice and describe the changes to trees and plants in spring. Observe and draw them. Know and demonstrate how to grow seeds and care for seedlings. Observe and talk about the changes from caterpillars to butterflies. Observe and draw them. Name some mini beasts and talk about where they live. (Pond, nature garden, under logs, under stones, in the soil). Identify and talk about the similarities and differences between mini beasts. Draw, paint and model them.	**Using materials – skills** Create symmetrical images Can make and describe transient 3D designs or sculptures with materials indoors and outdoors in the environment. Make increasingly detailed observational drawings and paintings of natural found objects and living things. Shade using drawing pencils. Create tab and slot to join materials. (Construction requiring vertical sides) Make considered choices to create relief design in clay. Know how to join wood with nails. Print accurately with paint to achieve and effect and describe design choices. Select reclaimed materials to collage representationally or with a design idea and explain choices. Mix and manipulate powder paint. **Role Play** Retell episodes from a known story with dialogue using small world figures or puppets. Role play familiar roles within the local community (café, shop, library). **Music / Singing/ Dancing** Move rhythmically on the spot and while travelling, using hands or feet to mark the beat.

		Use ICT cameras to take photographs of the changing seasons. *Begin to visit the ICT suite. Learn how to log on and access a simple drawing program.*	Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion. *Use Charanga Reception Summer unit 1* Take part in call and response songs.
Summer 2	The seashore environment (T4W Fiction - Owl Babies & sea theme non fiction turtles and sea creatures)	**Overarching local community theme – North Shields – Home, school and beyond** **Past and Present** Tell the story of Grace Darling. Compare to present time. Know that people in the past used our local beaches for holidays. Know some of the differences from holidays in the past (Victorian bathing machines, clothing) **People Culture and Communities** Use maps of the local area to identify and name local beaches. Describe beach environments. Name features (beach, sand, sea, cliffs, rocks, rock pools, lighthouse, piers, bay). Compare life in Caribbean to life in North Shields. (Beaches/ houses/ food eaten). *Take part in a Caribbean carnival party end of term.* **The Natural World** Describe changes to trees and plants in summer. Observe and draw them. Know and demonstrate how to nurture edible plants. Know the features of a beach environment. Know some animals that live in a beach environment. Observe and draw sea shells, seaweed, sea creatures. Identify similarities and differences between the animals and plants in the beach environment and in the countryside environment. Compare physical features using aerial views. Recognise and name materials plastic, metal, wood. Describe natural and manmade beach detritus and know the dangers to wildlife from manmade rubbish. Know about the changes of state (liquid / solid, frozen, ice) Make ice lollies. Visit Northumberland Park and contrast the environment with beaches (similarities and differences).	**Using materials – skills** Can create and explain transient 2D or 3D designs or sculptures with natural materials out in the environment. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours. Join wood with nails to create objects for a purpose. Shape and mould wet sand and clay with hand tools to create particular effects. Develop coil skills using clay. Recognise and name warm and cool colours. Can create zig zag folds. Mix and manipulate powder paint. *Introduce children to paintings of Grace Darling (Thomas Brooks).* **Role Play** Generate simple oral and enacted narratives with role play props or small world. **Music/ Singing/ Dancing** Use body percussion and instrumental sound effects to tell a story. *Use Charanga Reception Summer unit 2* Learn simple sea shanties. Listen to Caribbean music and know that countries have different musical traditions. Use dance gestures and movements to tell a story.

		Computational thinking - problem solving skills (Barefoot unit : Boats) Use ICT cameras to take photographs of the changing seasons. Use metal detectors.	

Understanding the World ELGs	Expressive Arts and Design ELGs
Past and Present • Talk about the lives of people around them and their roles in society. • Know about similarities and differences between things in the past and now, drawing on their experiences of what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. **People Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. • Knows about some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and- when appropriate- maps. **The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class. • Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.	**Creating With Materials** • Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the processes they have used. • Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well know nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music.