

## Reception Progression and curriculum Overview

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Marvellous me	Into the Woods	Beyond the ice	Out of this world	Once Upon a time	Ocean wonders
<b>Focus</b>	Me and my family My Emotions People Who Help Us	Autumn Into the Woods	Winter Cold Places Space	Space Traditional Tales	Traditional Tales Life Cycles	Summer Under the Sea Explorers
<b>Texts</b>	<b>In My Heart</b> <b>Amazing</b> <b>The Baddies</b> <b>The Smeds and the Smoos</b>  <b>Everywhere Bear</b> <b>The Gruffalo</b> <b>The Leaf Thief</b>		<b>Jonty Gento</b> <b>Geronimo</b> <b>You Choose in Space</b> <b>Meet the planets</b>  <b>A giant Jam Sandwich</b> <b>Little Red</b> <b>You Choose Fairy tales</b>			<b>Jack and the beanstalk</b> <b>The Gingerbread Man</b> <b>The Wooly Bear Caterpillar</b>  <b>Meet the oceans</b> <b>Tiddler</b> <b>The Snail and the whale</b>

Progression through Development Matters in Communication and Language				
Skill	Autumn	Spring	Summer	
<b>Listening, Attention and Understanding</b> 	<p>I can understand how to listen carefully.</p> <p>I can engage in story times.</p> <p>I can listen and talk about stories.</p> <p>I can learn rhymes, poems and songs.</p>	<p>I can ask questions to find out more information.</p> <p>I can listen to non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can listen and talk about stories to build familiarity and understanding</p> <p>I can retell a story.</p>	<p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can follow a story without pictures.</p> <p>I can have conversations with adults and peers with back-and-forth exchanges.</p> <p>I can listen carefully to stories and ask/answer relevant questions in both small groups and whole class.</p> <p>.</p>	
<b>Speaking</b> 	<p>I can talk to the class teacher and support staff.</p> <p>I can talk in front of a small group.</p> <p>I can answer questions in front of whole class.</p> <p>I can learn and use new vocabulary throughout the day.</p>	<p>I can articulate his/her ideas and thoughts in well- formed sentences 'and' and 'because'.</p> <p>I can describe events in some detail.</p> <p>I can share ideas in front of whole class.</p> <p>I can use talk to help work out problems.</p> <p>I can connect one idea or action to another using a range of connectives.</p>	<p>I can use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen.</p> <p>I can use new vocabulary in different contexts.</p> <p>I can talk in full sentences using past, present and future tense in small groups, whole class and one-to- one discussions.</p>	
Progression through Development Matters in PSED				
Skill	Autumn	Spring	Summer	

<b>Self-Regulation</b> 	<p>I can recognise and identify different emotions.</p> <p>I can understand how people express different emotions.</p> <p>I can join in with one-to - one and small group activities.</p> <p><b>Jigsaw:</b> <b>Being Me In My World</b> <b>Celebrating differences.</b></p>	<p>I can identify own feelings in different social situations.</p> <p>I can identify own emotions.</p> <p>I can follow a two- step instruction or action.</p> <p><b>Jigsaw:</b> <b>Dreams and Goals</b> <b>Healthy Me</b></p>	<p>I can follow a three-step instruction or action.</p> <p>I can consider the feelings and needs of others.</p> <p>I can set themselves a target and reflect on own progress.</p> <p><b>Jigsaw:</b> <b>Relationships</b> <b>Changing Me</b></p>
<b>Managing Self</b> 	<p>I can wash hands independently.</p> <p>I can put coat on independently.</p> <p>I can open and pack book bag with support.</p> <p>I can gain independence going to the toilet.</p> <p>I can explore the different areas of provision in Early Years.</p> <p>I can follow class rules and routines.</p>	<p>I can understand class rules and routines and follow them independently.</p> <p>I can access and use the resources in the provision independently.</p> <p>I can begin to show resilience when challenged.</p> <p>I know and talk about the different factors that support health-regular physical activity, healthy food choices and tooth brushing.</p>	<p>I can begin to show perseverance in the face of challenge.</p> <p>I know and can talk about the different factors that support his/her overall wellbeing.</p> <p>I can show resilience and perseverance in the face of challenge.</p>

<b>Building Relationships</b>  	<p>I am confident to speak to peers, class teacher and support staff.</p> <p>I can ask for help when need.</p> <p>I can play with children who are playing the same game.</p> <p>I can talk to children who are playing the same game.</p>	<p>I can begin to build constructive relationships.</p> <p>I can take turns with others.</p> <p>I can work and play cooperatively.</p> <p>I can begin to think about the perspective of others.</p>	<p>I can think about the perspective of others.</p> <p>I can work collaboratively in a small group.</p> <p>I can play cooperatively with peers.</p>
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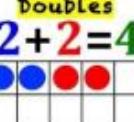
Progression through Development Matters in Physical Development			
Skill	Autumn	Spring	Summer
Gross Motor	<u>Balance Bikes Autumn 1</u>	<u>Gymnastics</u>	<u>Skills (feet)</u>

	<p><b><u>Locomotion</u></b></p> <p>I can move safely in a space.</p> <p>I can run and stop safely.</p> <p>I can jump correctly.</p> <p>I can develop control when using equipment.</p> <p>I can follow a path and take turns.</p> <p>I can climb on, jump from and land safely from outdoor equipment.</p>	<p>I can balance and safely use equipment.</p> <p>I can change direction when moving in different ways.</p> <p>I can develop rocking and rolling.</p> <p>I can hop and skip.</p> <p>I can explore different ways to travel using equipment</p> <p><b><u>Ball Skills (hands)</u></b></p> <p>I can roll and track a ball.</p> <p>I can bounce a ball.</p> <p>I can develop accuracy when throwing to a target underarm.</p> <p>I can dribble using hands.</p> <p>I can throw and catch with a partner.</p> <p>I can develop batting skills.</p>	<p>I can dribble a ball using feet.</p> <p>I can kick a ball to a target.</p> <p>I can pass a ball.</p> <p>I can explore striking a ball and keeping score.</p> <p><b><u>Attack and Defense</u></b></p> <p>I can develop accuracy when throwing and practise keeping score.</p> <p>I can follow instructions and move safely when playing tagging games.</p> <p>I can learn to play against an opponent.</p> <p>I can play by the rules and develop coordination.</p> <p>I can work cooperatively as a team</p>
	<p><b>Fine Motor</b></p> <p>I can mark make using different pencils, pens and chalk.</p> <p>I can begin to use a tripod grip when using mark making tools.</p>	<p>I can use a tripod grip when using mark making tools.</p> <p>I can hold scissors correctly and cut along a curved line.</p>	<p>I can create drawings with details.</p> <p>I can write letters using a tripod grip using the correct letter formation, controlling the size of letters.</p>

	<p>I can begin to copy letters.</p> <p>I can hold scissors correctly and make snips in paper.</p> <p>I can begin to use anticlockwise movement and retrace vertical lines.</p> <p>I can use a tripod grip when using mark making tools.</p> <p>I can accurately draw lines, circles and shapes to draw pictures.</p>	<p>I can write taught letters using correct formation.</p> <p>I can hold scissors correctly and cut out large shapes.</p> <p>I can write letters using the correct letter formation and control the size of letters.</p>	<p>I can independently use a knife, fork and spoon to eat a range of meals.</p>
<b>Progression through Development Matters in Literacy</b>			
<b>Skill</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

<b>Reading Comprehension</b> 	<p>I can use pictures to tell a story.</p> <p>I can sequence familiar stories.</p> <p>I can independently look at book, holding them the correct way and turning pages.</p> <p>I can answer questions about the stories read to them.</p>	<p>I can act out a simple story.</p> <p>I can predict what may happen in a story.</p> <p>I can suggest how a story may end.</p> <p>I can follow a story without pictures or props.</p> <p>I can talk about the characters in the books they are reading</p>	<p>I can answer questions about what they have read.</p> <p>I can use vocabulary that is influenced by their experiences of books.</p> <p>I can use and understand recently introduced vocabulary.</p>
<b>Word Reading</b> <b>Supersonic Phonics</b> 	<p>I can recognise my name.</p> <p>I can hear and say initial sounds.</p> <p>I can oral blend and segment sounds to hear 3 letter words.</p> <p>Supersonics Phonics Basics 2.</p> <p>I can begin to blend sounds together to read words using the taught sounds.</p> <p>I can read 3 letter words using taught sounds.</p>	<p>I can read words and begins to read captions and sentences using taught sounds.</p> <p>I can read common exception words.</p> <p>I can read words, captions and sentences using taught sounds.</p> <p>Supersonic Phonics Basics 3.</p>	<p>I can read words consistent with phonic knowledge by sound blending.</p> <p>I can read common exception words.</p> <p>Supersonic Phonics Basics 3.</p> <p>I can read aloud simple sentences and books that are consistent with phonics knowledge.</p>

<b>Writing</b> 	<p>I can give meanings to marks I make.</p> <p>I can write initial sounds.</p> <p>I can write their name.</p> <p>I can begin to write CVC words using taught sounds.</p> <p>I can begin to spell words by identifying the sounds and then writing the sounds with letters.</p> <p>I can begin to spell taught tricky words correctly.</p>	<p>I can form taught lower-case letters correctly.</p> <p>I can spell words using taught sounds.</p> <p>I can spell taught tricky words correctly.</p> <p>I can begin to form taught capital letters correctly.</p> <p>I can write short sentences using finger spaces and a full stop.</p>	<p>I can write short sentences with words using a capital letter.</p> <p>I can write short sentences using finger spaces and a full stop.</p> <p>I can begin to re-read what s/he has written to check it makes sense.</p> <p>I can write short sentences with words with known sound-letter correspondences.</p>
<b>Progression through Development Matters in Maths</b>			
<b>Skill</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Number</b>	I can recognise numbers 0-5.	I can recognise numbers 0-10.	I know addition number bonds to 5.

	<p>I can begin to subitise to 5.</p> <p>I can find one more and ones less of numbers to 5.</p> <p>I can explore the composition of 2,3,4 and 5.</p> <p>I can find one more of numbers to 5.</p>	<p>I can subitise to 10.</p> <p>I can find one more and ones less of numbers to 10.</p> <p>I can find one less of numbers to 10.</p> <p>I can explore the composition of 6, 7, 8, 9 and 10.</p> <p>I can match the number to quantity.</p> <p>I can begin to learn about addition facts that make 5.</p> <p>I can compare quantities.</p>	<p>I know subtraction facts up to 5.</p> <p>I can begin to practise other number bonds to 10.</p> <p>I can understand the composition of each number to 10.</p> <p>I can recall number bonds to 5 9 including subtraction facts).</p> <p>I know doubling facts.</p>
<b>Numerical Patterns</b> 	<p>I can say which group of objects has more.</p> <p>I can compare quantities to 5.</p> <p>I can compare equal and unequal groups.</p> <p>I can compare different lengths.</p>	<p>I can count objects to 10.</p> <p>I can begin to understand the difference between odd and even numbers up to 8.</p> <p>I can combine two groups of objects.</p> <p>I can compare different capacities.</p> <p>I can take away objects and count how many are left.</p>	<p>I can add and subtract numbers.</p> <p>I can find the missing number in an addition and subtraction sentence problems.</p> <p>I know that 1, 3, 5, 7 and 9 are odd.</p> <p>I know that 2, 4, 6, 8, 10 are even.</p> <p>I can find half of numbers up to 10.</p> <p>I can share quantities equally.</p>
<b>Shape, Space and</b>	<p>I can recognise and name 'circle', 'triangle', 'square' and 'rectangle'.</p>	<p>I can measure height and length using cubes.</p> <p>I can order objects by height and length.</p>	<p>I can describe the properties of 3D shapes.</p> <p>I can name 3 D shapes – cylinder, cube,</p>

<b>Measure</b> 	<p>I can compare length, height, size.</p> <p>I can order the days of the week.</p>	<p>I can use the language of heavy and light to compare mass.</p> <p>I can compare different weights.</p>	<p>sphere, cuboids, cones</p>
<b>Progression Development Matters in Understanding of the World</b>			
<b>Skill</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Past and Present</b>  	<p>I know about own life-story.</p> <p>I can identify that some things have changed/stayed the same from birth to age 4.</p> <p>I can begin to sequence events and photographs from their own life.</p> <p>I can talk about the lives of the people around them and their roles in society – people in school, people in the community.</p> <p>I can use words such as yesterday, a long time ago, mum and dad.</p> <p>I can talk about the order of events in a range of stories.</p>	<p>I know about figures from the past and recent past and knows why they are important.</p> <p>I Know what has caused an event to take place in stories.</p> <p>I know some similarities and differences between things in the past and now, drawing on experiences.</p> <p>I know about the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I know about the past through comparing everyday items from the past and present day – collection of historical items and begin to put them in order.</p> <p>I can ask questions about the past.</p> <p>I can use words and phrases such as last week, years, nan and grandad.</p>
<b>People, Culture and</b>	I know about family structures and talk about who is part of their family.	I can talk about how Chinese New Year is celebrated.	I can understand why it is important to look after the environment.

<b>Communities</b> <b>(RE/Geography)</b> 	<p>I know about people who help us within the local community.</p> <p><b>R.E</b> Being special: where do we belong? (Thematic)</p> <p>Why is Christmas special for Christians? (Christianity - Incarnation)</p> <p>I know about the Hindu celebration of Diwali.</p>	<p>I know Hardy Mill Primary School is located in Bolton.</p> <p>I know the country they live in.</p> <p>I know that simple symbols are used to identify features on a map.</p> <p>I know about features of the immediate environment.</p> <p>I know that there are many countries around the world.</p> <p><b>R.E</b> Why is the word God so important to Christians? (Christianity - Creation)</p> <p>(Why is Easter special to Christians?) (Christianity - Salvation)</p> <p>I know about Chinese New Year, and how it is celebrated.</p>	<p>I know that there are many countries around the world which experience different weather- hot/cold.</p> <p>I can talk about the difference between their own country and Spain and The Polar Regions.</p> <p>I can use maps to identify hot and cold places and where they are going on holiday.</p> <p><b>R.E</b> Which places are special and why? (Thematic)</p> <p>Which stories are special and why? (Thematic)</p>
<b>The Natural World</b> <b>(Geography/ Science)</b>	<p>I can ask questions about the natural environment.</p> <p><b>I know about and recognises the signs of Autumn.</b></p> <p>I can draw pictures using pencils of what they see when exploring their school environment in Autumn.</p>	<p>I know about and recognise the signs of Winter and makes comparisons with Autumn.</p> <p>I know some important processes and changes in the natural world including states of matter (freezing/melting)</p>	<p><b>I know about and recognises the signs of Spring and makes comparisons Autumn and Winter.</b></p> <p>I can plant seeds, observes the growth of seeds and talk about changes.</p> <p>I know the difference between a plant and a flower.</p>

		<p>I know about features of own immediate environment and how they might vary from another.</p> <p>I know that we live on planet Earth and there are other 8 planets in the Solar System.</p> <p>I know some important processes and changes in the natural world.</p> <p>I know that plants and animals provide us with food.</p>	<p>I know about and recognises the signs of Summer and makes comparisons between Autumn, Winter and Spring.</p> <p>I can explore talk about changing states of matter when temperature changes – (melting, freezing)</p>
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Progression through Development Matters in Expressive Arts and Design			
Skill	Autumn	Spring	Summer
<b>Creating With Materials (Art/DT)</b>	I can name colours. I can experiment with mixing colours using ready mixed paints.	I can experiment with mixing colours using powder paints. I can experiment with different mark making tools such as art pencils, pastels, chalk.	I can share creations and talk about the process. I can create detailed observational drawings with an art pencil and pastels of people and objects, plants and flowers.

	<p>I can create simple representations of people and objects.</p> <p>I can explore different techniques for joining materials (Glue Stick).</p> <p>I can join and connect different construction materials – duplo, large wooden bricks to represent ideas.</p> <p>I can use colours for a particular purpose.</p>	<p>I know which prime colours you mix together to make secondary colours.</p> <p>I can use some cooking techniques (spreading, cutting, threading, coring) Fruit Kebab</p> <p>I can explore different techniques for joining materials.</p>	<p>I can share creations, talk about process and evaluate their work.</p> <p>I can explore, use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>I can join and connect a variety of construction materials to represent ideas.</p>
<b>Being Imaginative and Expressive (Music)</b> 	<p>I can sing and perform nursery and number rhymes.</p> <p>I can begin to join in with whole school singing assemblies.</p> <p>I can experiment with different instruments and their sounds.</p> <p>I can create musical patterns using body percussion and respond and react musically to others, copying, and 'answering'</p> <p>I can learn and performs songs in the Christmas Play.</p>	<p>I can create musical patterns using untuned instruments – bells, triangles and tap sticks.</p> <p>I can begin to create costumes and resources for role play.</p> <p>I can perform a poem or story with others during World Book Week.</p> <p>I can experience using simple age-appropriate music technology (recording, playing back, mic, headphones).</p>	<p>I can move in time to music.</p> <p>I can explore changes in tempo (fast and slow) using voice, body percussion, sound makers).</p> <p>I can follow a musical pattern to play tuned instruments-glockenspiel and chimes.</p> <p>I can explore changes in dynamics (loud and quiet) using voice and sound makers.</p> <p>I can create own compositions using untuned and tuned instruments — bells, triangles and tap-sticks, glockenspiel and chimes.</p> <p>I can listen to pieces of music expressing his/her feelings and responses.</p>
<b>Computing</b>	<p>I can use the iPad to take pictures.</p>		

		<p>I can use the IWB, changing games and programmes</p>	<p>I can use the internet with adult supervision to find and retrieve information.</p> <p>I can begin to give reasons why we need to stay safe online.</p> <p>I can use the BeeBots and program them to go forwards and backwards.</p>
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See Subject Success In Documents for Subject Progression in Vocabulary