



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
Focus	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
Texts	In My Heart Amazing The Baddies The Smeds and the Smoos Everywhere Bear The Gruffalo The Leaf Thief		Jonty Gentoo Geronimo You Choose in Space Meet the planets A giant Jam Sandwich Little Red You Choose Fairy tales		Jack and the beanstalk The Gingerbread Man The Woolly Bear Caterpillar Meet the oceans Tiddler The Snail and the whale	



Progression through Development Matters in Communication and Language			
Skill	Autumn	Spring	Summer
Listening, Attention and Understanding 	<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>
Speaking 	<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


<p>Self-Regulation</p> 	<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>Jigsaw: Being Me In My World Celebrating differences.</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>Jigsaw: Dreams and Goals Healthy Me</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>Jigsaw: Relationships Changing Me</p>
<p>Managing Self</p> 	<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>




Building Relationships 	<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>
	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><u>Locomotion</u></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. 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><u>Ball Skills (hands)</u></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><u>Attack and Defense</u></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>Fine Motor</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>
	Progression through Development Matters in Literacy		
Skill	Autumn	Spring	Summer


<p>Reading Comprehension</p> 	<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 understands recently introduced vocabulary.</p>
<p>Word Reading</p> <p>Supersonic Phonics</p> 	<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>



Writing 	<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>
Progression through Development Matters in Maths			
Skill	Autumn	Spring	Summer
Number	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>
<p>Numerical Patterns</p> <p>Doubles</p> <p>$2 + 2 = 4$</p>  	<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 different 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>
<p>Shape, Space and</p>	<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>

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

<p>Communities</p> <p>(RE/Geography)</p> 	<p>I know about people who help us within the local community.</p> <p>R.E 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>R.E 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>R.E Which places are special and why? (Thematic)</p> <p>Which stories are special and why? (Thematic)</p>
<p>The Natural World</p> <p>(Geography/ Science)</p>	<p>I can ask questions about the natural environment.</p> <p>I know about and recognises the signs of Autumn.</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>I know about and recognises the signs of Spring and makes comparisons Autumn and Winter.</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>
	Progression through Development Matters in Expressive Arts and Design		
Skill	Autumn	Spring	Summer
Creating With Materials (Art/DT)	<p>I can name colours.</p> <p>I can experiment with mixing colours using ready mixed paints.</p>	<p>I can experiment with mixing colours using powder paints.</p> <p>I can experiment with different mark making tools such as art pencils, pastels, chalk.</p>	<p>I can share creations and talk about the process.</p> <p>I can create detailed observational drawings with an art pencil and pastels of people and objects, plants and flowers.</p>

	<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>
<p>Being Imaginative and Expressive (Music)</p> 	<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/her feelings and responses.</p>
<p>Computing</p>	<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>
<p>See Subject Success In Documents for Subject Progression in Vocabulary</p>			