

Ashton West End Primary Academy Curriculum Progression



Reception Skill progression 2022-2023						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>What is special about me?</p> <p>All about me People in the communities Celebrations and differences</p>	<p>What happens in Autumn?</p> <p>Weather and natural phenomena. Exploring colour in the natural world.</p>	<p>What happens in Winter?</p> <p>Changes that happen during winter and seasonal differences</p> <p>Who are the Superheroes in my community?</p> <p>People who help us.</p>	<p>How do things grow? What happens in spring?</p> <p><i>Exploring the world around me</i></p>	<p>Where can a journey take me?</p> <p>Global community Differences between countries and climates Exploring structures and materials</p>	<p>What happens in Summer?</p> <p>Changes that happen during summer and seasonal differences. Transition to year 1.</p>
Communication and Language	<p>Understand and answer <i>why</i> questions. Sing a large repertoire of songs and rhymes. Talk about familiar books and retell a story. (Talk through stories) Develop conversation skills and organise themselves and their play.</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Describe events in some detail.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in non-fiction books and can identify between a fiction and non-fiction book.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Begin to engage in non-fiction books and understand some of the different features.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Talk about their own experiences in detail referring to the word around them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Engage in non-fiction books and can identify between a fiction and nonfiction book.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>ELG</p>

	<p style="text-align: center;"><i>Statements addressed across the whole year</i></p> <p>Learn new vocabulary. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in story times. Ask questions to find out more and check they understand what has been said to them. Articulate their ideas in well- formed sentences. Connect one idea or action using a range of sentences. Develop social phrases. Use new vocabulary through the day. Learn rhymes, poems, and songs. Listen to and talk about selected stories to build familiarity and understanding. Engage in non- fiction books. Listen and talk about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		
<p><u>Personal, Social and Emotional Development</u></p>	<p>Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Talk about their feelings and being to understand how others might be feeling. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>	<p>Think about the perspectives of others. Manage their own needs. Respect other cultures. Manage emotion during year 1 transition</p> <p>ELG</p>
<p style="text-align: center;"><i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i></p>			

<p><u>Physical Development</u></p>	<p>Collaborate with others to manage large items. Take part in some group activities which they make up for themselves or in teams. Match their developing physical skills to tasks and activities the setting eg. Deciding whether to crawl, walk or run across a plan. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Teach safe use of climbing equipment. Build fine motor skills with finger gym</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of movement with developing control and grace.</p> <p>Teach how to manipulate equipment such as chalk, paintbrushes and developing a tripod grip.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Teach letter formation based on RWI scheme.</p>	<p>Know about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Children to be using correct writing position.</p> <p>Confidently and safely using a range of large and small apparatus indoors and outdoors.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>ELG</p>
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Statements addressed across the whole year

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and outdoor learning activities.
 Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 Develop overall body-strength, balance, co-ordination, and agility
 Develop the foundations of a handwriting style which is fast, accurate and efficient.

Literacy

RWI progress expectations

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Write some or all of their name.

Write some letters accurately. Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Group B

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Spell words by identifying the sounds and then writing the sound with letter/s.

Read some letter groups that each represent one sound and say sounds for them.

Understand the 5 key concepts about print.

Group C

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Spell words by identifying the sounds and then writing the sound with letter/s.

Re-read what they have written to check that it makes sense.

Ditty

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case letters correctly

With support, begin to write short sentences.

Re-read what they have written to check that it makes sense

Red

Begin to form some capital letters correctly.

Write short sentences with words with known letter-sound correspondences using a full stop.

Re-read what they have written to check that it makes sense.

Green

Form some capital letters correctly.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Green/Purple

ELG

Mathematics

Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern) Continue, copy and create repeating patterns. (AB)

Count objects, actions and sounds.

Know numbers refer to amounts.

Rote counting

Able to match and sort a group of objects

Compare quantities, size, mass and capacity.

Copy patterns

Subitise to 3

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Count objects, actions and sounds to 5

Link the numeral with its cardinal value to 5.

Understand 1 more/less between consecutive numbers.

Recall number bonds to 5.

Compare length, weight and capacity.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can.

To count beyond 10

To automatically recall number bonds 0-8

Compare numbers 1-5

Subitise to 5.

Continue, copy and create repeating patterns (AB and ABB and ABBC patterns)

Explore the composition of numbers to 10.

Compare numbers 1-10.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can.

Compare numbers (sharing, equal, even odd, grouping)

To automatically recall number bonds 0-5 and some to 10.

Compare length, weight, and capacity.

Verbally count beyond 20

Explore doubling facts and even and odd numbers

ELG

<u>Understanding the World</u>	Talk about what they see, using a wide vocabulary.	Talk about members of their immediate family and community.	Talk about what they see, using a wide vocabulary.	Plant seeds and care for growing plants.	Compare and contrast characters from stories, including figures from the past.	Recognise some environments that are different to the one in which they live.
	Explore the natural world around them.	Name and describe people who are familiar to them.	Talk about the differences between materials and changes they notice.	Understand the key features of the life cycle of a plant and an animal.	Draw information from a simple map	Draw information from a simple map.
	Describe what they see, hear and feel whilst outside.	Understand that some places are special to members of their community.	Understand the effect of changing seasons on the natural world around them.	Begin to understand the need to respect and care for the natural environment and all living things.	Recognise some similarities and differences between life in this country and life in other countries	Explore and talk about different forces they can feel.
	.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community.	Explore the natural world around them.		Talk about the differences between materials and changes they notice.
				Describe what they see, hear and feel whilst outside.		ELG
<u>Statements addressed across the whole year</u>						
	Understand the effect of changing seasons on the natural world around them	Describe what they see, hear, and feel whilst outside.	Explore the natural world around them.	Compare and contrast characters from stories, including figures from the past.	Talk about members of their immediate family and community.	Name and describe people who are familiar to them.

<u>Expressive Arts and Design</u>	Take part in pretend play and develop imaginative skills.					ELG
	Explore materials freely, in order to develop their ideas about how to use them and what to make.					
	Draws with increasing complexity and detail and shows different emotions in drawings.					
	Explore colour and colour mixing.					

<u>Drawing skills</u>	Use shapes to depict an idea or image and talk about what they have drawn.	With support begin to add detail and appropriate colours. Begin to think about the size of their drawing in correlation to the paper and images/shapes.	To draw a detailed picture which is recognisable by an adult selecting appropriate colours.
<u>Colour mixing</u>	Naming, sorting and comparing colours. Identifying primary colours.	With support, use poster paints to mix colours. Identify and compare light and dark colours.	Independently mix colours and explore shades and tones.
<u>Collage and texture</u>	Use pre-cut materials Use glue sticks Use a given outline	Use a range of cut and un cut materials With support, select appropriate glue for materials e.g. glue stick or PVA Use given outlines and begin to create their own outlines Select a material from more than one choice e.g. feathers or collage, to create a more a personalised outcome.	Use a rage of uncut materials Use a range of glue Have a free choice of outcome
<u>Painting</u>	Use fat brushes Use lidded pots for paint Use ready mixed paint	Introduce thinner brushes Use water pots to clean brush Begin to explore mixing colours Use colour pallets and blocks	Use water pots to clean brush and change water when needed To choose appropriate brush size To know how to make some secondary colours To mix their own colours
<u>Equipment</u>	Masking tape Glue sticks Scissors Fat brushes Lidded pots	Cellotape PVA glue Thinner brushes Water pots Colour pallets and blocks Spreaders	Split pins String Hole punch A variety of brush sizes Paint pumps
<u>Cutting</u>	Make snips on paper With support, begin to hold scissors correctly	Cut a range of lines e.g. straight, wavy, zig zag Hold scissors correctly with less adult support	Cut around objects with care and some precision Hold scissors correctly
<u>DT</u>	<u>Simple models</u> Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product.	<u>Food tasting and baking</u> Taste, describe and evaluate a range of food and be able to talk about some foods that are good for you and why I can use simple utensils and equipment to mix, grate and squeeze safely Measure dry and liquid ingredients using measuring containers e.g. tea/table spoons and cups	<u>Complex models</u> Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product. Talk about what they like and could improve about their products with prompts
<u>Music</u>	Listen attentively to music Sing nursery rhymes following the melody Keep a steady beat, this may be whilst singing tapping their knees, dancing to music or with instruments Perform in front of an audience (Christmas performance)	Repeat a given rhythm Discuss change/ patterns as the music develops Move in time to a piece of music with a pulse and respond Explore instruments independently and in a group Sing in a group increasingly matching the pitch Listen to different kinds of music from across the globe Perform in front of an audience with increasing confidence	To have a knowledge of some different instruments and how they're played Watch and listen to musicians play and talk about what they see and feel Perform in front of an audience with confidence and a clear and loud voice Begin to create their own music and dances

Statements addressed across the whole year

Watch and talk about dance and performance art, expressing their feelings and responses Sing

in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources, and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.