

Progression in Reception

September (Baseline)	December	April	July (ELGs)
Communication and Language – Listening, Attention and Understanding			
<ul style="list-style-type: none"> Maintain attention at a self-chosen activity for a short period of time Join in with appropriate group times e.g. phonics and story times Follow simple routines and instructions Join in with songs and rhymes 	<ul style="list-style-type: none"> Begin to demonstrate active listening skills Listen carefully as part of a small group Learn new vocabulary from studied texts Follow simple instructions Begin to answer "how" questions 	<ul style="list-style-type: none"> Follow more complex 2 step instructions Understand how to listen carefully and why listening is important Begin to answer "why" questions Demonstrates an understanding of a story Responds to discussions and stories with comments and questions 	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversations when engaged in back and forth exchanges with their teacher and peers
Communication and Language – Speaking			
<ul style="list-style-type: none"> Speak in simple sentences (of at least 4-6 words) to communicate a need Ask simple questions Use vocabulary focusing on their interests and experiences Recites familiar rhymes and stories 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Speak in whole class situations Use language to imagine and recreate roles, experiences and stories within play situations Use simple conjunctions such as but, and or because when speaking Join in with repeated refrains in stories 	<ul style="list-style-type: none"> Describes events in some detail during conversations Ask questions in a range of contexts to clarify thinking Use learnt vocabulary in the correct context Responds to ideas expressed by others in conversations Use talk to work through and solve problems 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Progression in Reception

Personal Social and Emotional Development – Self regulation

<ul style="list-style-type: none"> • Talk about and label their feelings • Follow simple instructions • Wait for their turn with some support • Listen to the teacher and their peers during input times • Welcome praise from an adult 	<ul style="list-style-type: none"> • Express their feelings • Consider the feelings of others • Develop an awareness of a wider range of emotions such as anger, surprise, excitement ... • 	<ul style="list-style-type: none"> • Think about the perspective of others • Support another child • Independently wait for their turn • Plan their next activity and express a desired outcome Identify and moderate their own feelings social and emotionally 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
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Personal Social and Emotional Development – Managing Self

<ul style="list-style-type: none"> • Select and use activities and resources with help if needed • Use the toilets and wash hands with reminders • Begin to understand the need for healthy food choices and exercise • Understand the need for rules • Get changed for outdoor learning (e.g. forest school) with support 	<ul style="list-style-type: none"> • Increasingly follow rules and remember rules without needing adult reminders • Use the toilets and wash hands independently • Enjoys a sense of belonging through being involved in daily tasks • Begin to develop independence and resilience when selecting and completing tasks 	<ul style="list-style-type: none"> • Show confidence in choosing resources and perseverance when carrying out an activity • Get changed for outdoor learning (e.g. forest school) independently • Understand and follow rules without frequent reminders • Understand the reasons for healthy food choices 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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Personal Social and Emotional Development – Building Relationships

<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Take turns and share with support 	<ul style="list-style-type: none"> • Talk with others to resolve conflict • Take turns and share without support • Invite peers to join in with an activity 	<ul style="list-style-type: none"> • Show empathy towards others • Show increasing consideration of other people's needs • Negotiate and compromise with support • Demonstrates good manners towards adults and peers 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs.
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Progression in Reception

Physical Development – Gross Motor Skills

<ul style="list-style-type: none"> • Climb on a range of different equipment using alternate feet • Can stand on one leg and hop • Enjoy running and move with speed 	<ul style="list-style-type: none"> • Can balance on one foot shifting balance to improve stability • Begins to develop some spatial awareness when moving around • Attempts to throw and catch a ball or bean bag • Collaborate with others to manage large items (e.g. planks, barrels, logs) 	<ul style="list-style-type: none"> • Is increasingly able to combine a sequence of movements and patterns related to music or rhythm • Match their movements to the piece of equipment e.g. crawl, slide or roll under, along or over • Grasp and release a ball or beanbag to throw and catch • 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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Physical Development – Fine Motor Skills

<ul style="list-style-type: none"> • Manipulates a range of tools e.g. scissors, paintbrushes, fork • Use mark making resources • Attempts to write their name • Shows preference for a dominant hand 	<ul style="list-style-type: none"> • Form some of the letters in their name • Form recognisable letters of the alphabet • Use an effective pencil grip (not necessarily correct) • Use scissors effectively 	<ul style="list-style-type: none"> • Use a tripod grip • Use scissors to cut out simple shapes • Use a knife and a fork to cut up food with a little support • Form most letters of the alphabet correctly 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery confidently and effectively • Begin to show accuracy and care when drawing.
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Literacy – Comprehension

<ul style="list-style-type: none"> • Listens to and joins in with familiar rhymes, songs and stories • Makes comments about stories shared in class • Talks about what they have heard 	<ul style="list-style-type: none"> • Attempts to use new vocabulary in conversations, stories and play • Be able to fill in missing words to complete a rhyme • Sequence simple events within familiar stories • Answer simple questions about characters and events within familiar stories 	<ul style="list-style-type: none"> • Draw upon knowledge of familiar stories to make simple predictions • Suggest alternative endings to familiar stories • Understand that information can be obtained from some books (NF) 	<ul style="list-style-type: none"> • 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.
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Literacy – Reading

<ul style="list-style-type: none"> • Recognise their own name • Recognises some familiar letters • Recognise some words that are significant to them (Mum, Dad ...) • Know that print carries meaning and in English, is read from left to right, top to bottom 	<ul style="list-style-type: none"> • Begin to read individual letters by saying the sound for them • Begin to blend VC and CVC words • Read a few common exception words (e.g. I, to, no, go) 	<ul style="list-style-type: none"> • Blend sounds into words • Read an increasing amount of common exception words • Begin to read simple phrases and sentences • Apply their developing phonic knowledge (including a range of taught digraphs) 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Literacy – Writing

<ul style="list-style-type: none"> • Attempts to write their own name using combinations of lines and circles or letter type shapes • Includes mark making and early writing in their play • Gives meaning to the marks they make 	<ul style="list-style-type: none"> • Begin to form some lower-case letters correctly • Use initial and final sounds in their writing • Begin to spell CVC words using their phonic knowledge 	<ul style="list-style-type: none"> • Begin to form some capital letters correctly • Form an increasing range of lower-case and capital letters correctly • Begin to write short sentence and captions • Beginning to apply knowledge of taught digraphs 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others.
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Mathematics – Number

<ul style="list-style-type: none"> Represents numbers in fingers up to 3 Join in with nursery rhymes relating to number, addition and subtraction Recognises some numerals 	<ul style="list-style-type: none"> Recognise numerals up to 5 both in and out of sequence Subitise amounts up to 5 Explore and recognise a range of representations up to 5 (e.g. numicon, pebbles, dice) Represent numbers up to 5 in different ways Can count forwards and backwards up to 5 Find one more and one less up to 5 Match quantities and numerals together (up to 5) 	<ul style="list-style-type: none"> Can count forwards and backwards within 10 Can compare numbers up to 10 using vocabulary such as more, fewer ... Recognise numerals up to 10 both in and out of sequence Can find one more and one less up to 10 Combine two amounts to make a total Identify pairs of numbers that make 10 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
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Mathematics – Numerical patterns

<ul style="list-style-type: none"> Identify a repeating pattern Notice objects in patterns Arrange different objects in patterns Can count up to 5 by rote 	<ul style="list-style-type: none"> Can continue a repeating patterns following an A,B,A,B pattern Can spot a mistake within a repeating pattern Complete a simple puzzle by manipulating shapes Copy a picture made from different objects and shapes Compare size, mass and capacity using different mathematical vocabulary Recognise and name circle, triangles, square and rectangle 	<ul style="list-style-type: none"> Use the vocabulary today, yesterday and tomorrow to describe time Can count beyond 10, recognising some patterns in numbers Begin to identify odd and even numbers Recognise and name a selection of 3D shapes Begin to compare quantities Compare length and height using mathematical vocabulary 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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Understanding the World – Past and Present

<ul style="list-style-type: none"> Understand who is in their family Recall key elements of their personal history e.g. who was born first, I used to live here now I live here ... Recall key facts that their parents have told them about their family 	<ul style="list-style-type: none"> Understand that the past means it has already happened and now is what is happening now Describe key people's role in more detail 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past and present 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.
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Understanding the World – People, Culture and Communities

<ul style="list-style-type: none"> Notice differences between people Understand that people can come from different places around the world Show interest in different occupations Demonstrate a positive attitude when identifying differences between people 	<ul style="list-style-type: none"> Discuss the roles of different people within our community e.g. police officer, firefighter, farmer ... Know that there are different countries in the world and can talk about what they notice from photographs of them Demonstrate an understanding of different celebrations e.g. Diwali, Christmas, Harvest 	<ul style="list-style-type: none"> Look at simple maps and draw information from them Share knowledge of different countries from around the world Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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Understanding the World – The Natural World

<ul style="list-style-type: none"> Explore the natural world around them Use their senses to explore different materials Describe what they can hear, see, smell and touch outside 	<ul style="list-style-type: none"> Notice changes in seasons (e.g. weather, clothing) Understand the key features of different life cycles (e.g. bean, sunflower) Understands the need to respect and care for natural environment 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them Can explain why something has happened e.g. why has the ice melted? Understand the impact and importance of recycling 	<ul style="list-style-type: none"> 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
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Progression in Reception

			<p>experiences and what has been read in class</p> <ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Progression in Reception

Expressive Arts and Design – Creating with Materials

<ul style="list-style-type: none"> Join different materials and explore different textures Experiment with different materials (e.g. loose parts, collage materials, natural materials) Use different colours and materials in their artwork 	<ul style="list-style-type: none"> Explore colour mixing Show different emotions in their drawings (e.g. sadness, surprise, fear) Use different colours that match to their purpose (e.g. blue for cold) Talk about their creations 	<ul style="list-style-type: none"> Draw with increasing complexity and detail (e.g. representing a face with a circle and adding eyelashes) Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to, and build on, their previous learning, refining and developing their ideas 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories.
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Expressive Arts and Design – Being Imaginative and Expressive

<ul style="list-style-type: none"> Make imaginative and complex small world with blocks and construction kits (e.g. a city with different buildings and a park) 	<ul style="list-style-type: none"> Suggest movements to match music Keep a beat using instruments of parts of their body Perform familiar songs/rhymes as a group Retell familiar stories using props, puppets or small world 	<ul style="list-style-type: none"> Notice changes in music such (fast, slow, loud, soft, high, low) Create own simple rhythms Develop more complex storylines in their play When singing, match or refine the pitch and melody Play an instrument with increasing control 	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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