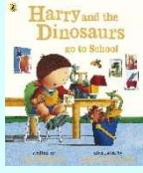
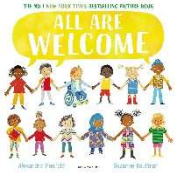
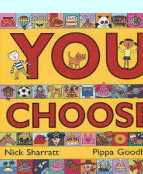
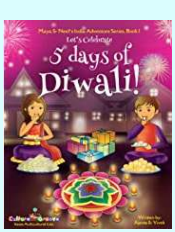
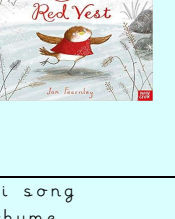
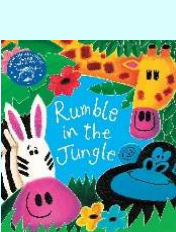
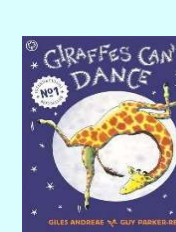
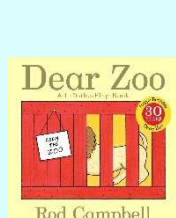
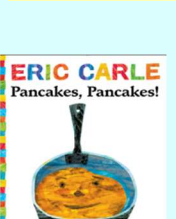
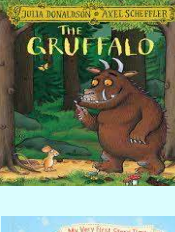
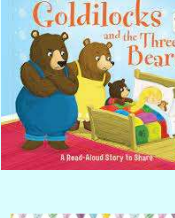
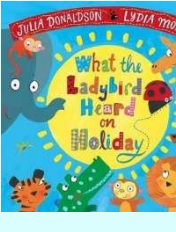
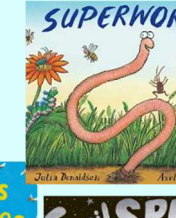
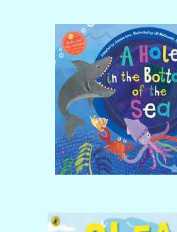
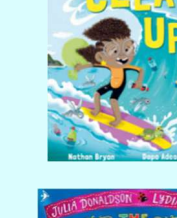
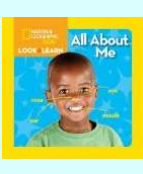
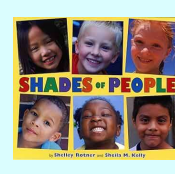
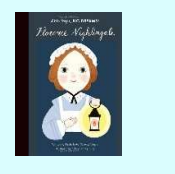
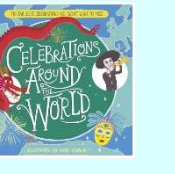
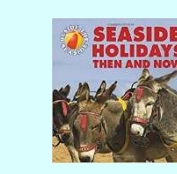
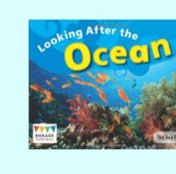


Reception - Our Progression Map 2026-2027

This EYFS Curriculum has been made in conjunction with the EYFS statutory guidance and with reference to development matters. It is a working document, and therefore themes / topics may change slightly depending on the children's interests and fascinations. We want the children to experience purposeful learning opportunities that reflect things that are happening in the real world. We will provide essential knowledge, through these experiences, that children will need to prepare them for future learning.

Topic	Autumn 1 - Amazing Me! 7 weeks and 3 days	Autumn 2 - Join the Party! 7 weeks	Spring 1 - Going Wild! 6 weeks	Spring 2 - What's the story? 4 weeks and 4 days	Summer 1 - Mad About Minibeasts! 7 weeks	Summer 2 - I do like to be beside the seaside 7 weeks
Core texts	       	      	     	    	      	     
Songs and Rhymes	Goldilocks 123 song 5 Little leaves song My family is mine rhyme Harvest Samba	To celebrate Diwali song The winter cokey rhyme Firefighter action movement song Nativity songs	5 crispy pancakes Animal dance song The great animal race song One elephant went out to play	Spring chicken song Pigs where are you song Climbing up the beanstalk song Little birds are building nests	Lots of minibeasts song Thers a tiny caterpillar on a leaf Hickety Pickety Bumble bee Minibeast minibeasts move around	Theres a hole at the bottom of the sea At the seaside senses song Pirate jobs song Seasons song
Non-Fiction texts	 	 	 	 	 	 
Above and Beyond	Big start - November Book and a biscuit Discover Dingley Dell Oracy week Harvest Festival - 20 th October	Visit from emergency services Bonfire night - 5 th November Diwali - 8 th November Hanukkah - 24 th December Nativity Performance Christmas Sparkle	Money Week - 11 th January Global Food Festival - 28 th January Chinese New Year - 6 th February Pancake Day - 9 th February	World Book Day - 4 th March Eid - 9 th March Mother's Day - 14 th March Easter - 26 th March School trip - Nell bank	National Storytelling Week Father's Day - 20 th June Mini Marathon	Splash day Rose Day Creative Arts Week Transition

Communication & Language								
Communication and language underpin learning across the Reception curriculum. Progress grows through responsive interactions, shared experiences and repeated opportunities to hear, use and refine language.								
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	What supports this in provision?
Listening, Attention and Understanding	<u>Attention</u> I listen attentively and participate in small, adult-led, practical group activities. <u>Memory & Understanding</u> I follow instructions at three-word level, including colour, size and proposition I hold a sentence and repeat back in the right order. I understand cover, author, illustrator and blurb as we talk about books, stories or role play. <u>Questions & instructions</u> I understand the words who, what and where questions I understand simple instructions.		<u>Attention</u> I listen attentively in medium sized groups, offering actions, comments or questions. <u>Memory & Understanding</u> I follow instructions at four-word level in a specific order. I understand character and setting as we talk about books, stories or role play I hold three then four phonemes in more complex tasks e.g writing a word. <u>Questions & instructions</u> I am beginning to offer reasons and explanations in response to ‘why’ and ‘how’ questions. I understand instructions containing prepositions ‘under’ ‘next to’		<u>Attention</u> I listen attentively and actively contribute in larger groups and cope with a level of distraction. <u>Memory & Understanding</u> I hold 5, 6 then 7 words in my auditory memory and begin to use simple memory strategies. I understand problem, solution, fiction and non-fiction as we talk about books, stories or role play. I understand sequencing and can predict simple actions like what might happen next. I say a simple sentence in the write order, holding words and phonemes. <u>Questions & instructions</u> I can use clues from what I hear to understand implied meaning, make predictions, and draw simple conclusions. I understand and follow sequential instructions containing words such as ‘before’ ‘after’ first’ ‘last’ and ‘later’		-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.	Responsive adult interaction and SHREC-style exchanges High-quality stories, songs and rhymes Vocabulary-rich continuous provision Role play, small world and collaborative construction
	<u>Questions & interactions</u> I participate in short conversational turns with a responsive adult or peer I generally stick to the topic of conversation. I offer responses to ‘who’, ‘what’, ‘where’ questions at a basic level. <u>Expressive language</u> I use pronouns (he, she, they) correctly. I recount simple past events in the right order <u>Vocabulary</u> I am learning new vocabulary and beginning to use it within meaningful contexts. I select a noun to convey specific meaning within the context of the story I use specific verbs to describe the activity of specific characters		<u>Questions & interactions</u> I participate in conversations and take turns to speak in larger groups, across several turns I offer reasons and explanations in response to ‘why’ and ‘how’ questions. <u>Expressive language</u> I use more complex sentence structure and link thoughts and events with conjunctions ‘and’ ‘because’ ‘so’. I am beginning to retell familiar stories without visual support and tell my own stories. I can use talk to plan, imagine, recall and explain. <u>Vocabulary</u> I am retaining and using new vocabulary confidently. I use a wider range of nouns and verbs to talk about characters, events and experiences. I choose words that help to describe actions, objects and people more precisely.		<u>Questions & interactions</u> I demonstrate more advanced group conversational skills, expressing my thoughts and opinions but also listening to those expressed by others. <u>Expressive language</u> I speak in full sentences, using the correct pronouns, conjunctions and tenses. I sequence information in longer explanations, stories and/or recounts. <u>Vocabulary</u> I am retaining and using new vocabulary confidently in the correct context. I use a range of specific nouns, verbs and adjectives to add detail and precision to my language. I understand and use ambitious vocabulary from stories, conversations and topics across the curriculum.		-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.	

Personal, Social and Emotional Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	I know and show a range of emotions using facial expressions e.g. show me sad, show me happy etc. I engage with Story Project carpet sessions.	I use my words to talk about my emotions with kinaesthetic and/or visual support in a medium sized group. I can recognise and begin to consider the feelings of others.	I use my words to talk about my emotions in a medium sized group. I begin to consider the feelings of others and change my behaviour accordingly.	I use my words to talk about my emotions in a larger group. I continue to consider the feelings and needs of others and change my behaviour accordingly.	I use my words to say what I am good at and what I would like to improve. I can control my own emotions using a range of taught regulation techniques.	I use my words to say what I am good at and what I would like to improve in a larger group. I can continue to control my own emotions using a range of taught regulation techniques.	-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 engages in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	I manage my own toileting needs and wash my hands independently. I put my coat and bag on independently. I begin to understand the school rules and rules of the classroom. I explore the different areas of the classroom.	I change my shoes to wellies and vice versa independently. I begin to manage a button/buckle/zipper, sometimes with adult support. I begin to follow the school rules and rules of the classroom. I begin to try new activities and explore unfamiliar areas.	I manage a button/buckle/zipper independently. I remember the school rules and remind others of the rules of the classroom. I am increasingly open to a challenging activity.	I continue to manage all my own toileting needs, change my shoes, put on my coat and bag, and manage a fastener independently. I explain why we have rules and the importance of them to familiar adults. I begin to show resilience and perseverance when faced with a challenge.	I continue to manage all my own toileting needs, change my shoes, put on my coat and bag, and manage a fastener independently. I explain why we have rules and the importance of them to familiar adults. I begin to show resilience and perseverance when faced with a challenge.	I manage all my own personal needs confidently and independently. I can talk about the importance of healthy food choices. I am kind and considerate displaying positive attitudes and behaviours. I show a 'can do' attitude to change and transition.	-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain 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.

Building Relationships	I play with one or more children.	I am beginning to develop friendships and play with a small group.	I comfort a friend if they are hurt or upset.	I play with a wider group of peers who are playing the same activity.	I play with a wide group of peers, sharing and taking turns without adult support.	I have strong positive friendships, and show awareness and sensitivity.	-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.
	I am beginning to feel safe and happy in my new classroom.	I understand the importance of taking turns and can do so with the support of adults.	I understand the importance of taking turns and can do so without adult support.	I take turns when playing a game with friends.	I listen to the ideas of friends and agree on a solution or compromise.	I confidently talk to adults around school including my new teacher.	
	I seek support of adults in the room when needed.	I have positive relationships with adults in the classroom.			I have the confidence to talk to other adults around school.		

Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	I move safely in a space. I move safely in different ways. I move safely in different ways while balancing an object. I move safely negotiating through smaller spaces. I use core strength to reach and stretch.	I move over and under apparatus at different heights. I jump and land safely onto low level apparatus. I know what shapes are in gymnastics. I know and show a wide, narrow, curled and tucked shape in gymnastics.	I move my body inspired by stimuli such as music. I move my body using turning, gesture, stillness and balance. I make tunnel and bridge shapes with my body, and travel through them. I can share a short dance with a partner.	I control a balloon when hitting it. I roll a ball accurately. I kick a ball accurately with a preferred foot. I show increased accuracy when sending an object to a target. I stop a moving object with hands and/or feet.	I use the skills I have learnt during PE lessons to create my own games, working creatively and safely to complete challenges.	I continue to use the skills I have learnt during PE lessons to create my own games, working creatively and safely to complete challenges.	-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.

Fine Motor Skills	I begin to use a tripod grip when using a pencil/pen.	I consistently use a tripod grip when using a pencil/pen.	I am willing to use a range of fine motor materials including threading beads, peg boards, tweezers and hole punchers.	I am capable to use a range of fine motor materials including threading beads, peg boards, tweezers and hole punchers.	I am confident when using a range of fine motor materials including threading beads, peg boards, tweezers and hole punchers.	I create drawings with detail.	-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, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.
	I mark make using different tools.	I draw lines, circles and shapes to create pictures.	I draw increasingly recognisable pictures.	I continue to draw increasingly recognisable pictures.	I write letters that are correctly formed and sized, and sit on the line.	I consistently write letters that are correctly formed and sized, and sit on the line.	
	I show a preference for a dominant hand.	I write taught letters using correct formation.	I begin to control the size of the letters I am writing.	I continue to control the size of the letters I am writing and begin to sit letters on a line.		I continue to hold scissors correctly and cut various materials accurately and confidently.	
	I hold scissors correctly to cut snips in paper.	I hold scissors correctly to cut along straight lines in paper.	I hold scissors correctly to cut along zig zag and curved lines in paper.		I hold scissors correctly and cut accurately and confidently.		
	I begin to explore moulding play-dough.			I hold scissors correctly to cut increasingly complex lines and shapes.			

Literacy							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	I listen to stories shared by an adult. I look at books independently or with a friend. I hold books the correct way and turn the page. I am exposed to new vocabulary learnt through books. I begin to understand that letters make sounds.	I show interest in the stories shared by adults. I begin to answer questions about the stories read to me. I am retaining new vocabulary learnt through books. I understand that letters make sounds, and can differentiate the letter name from the sound. I begin to understand that when sounds are put together they can make a word.	I show preference for certain stories and books. I can retell and/or sequence a familiar story e.g. We're Going On A Bear Hunt. I am retaining and using new vocabulary learnt through books. I begin to understand that when words are put together they make a sentence.	I seek familiar stories and request favourite books. I anticipate key events in stories such as what might happen next. I begin to hot seat characters showing an understanding of character thoughts and feelings. I begin to demonstrate understanding of new vocabulary with my own explanations of words. I understand that when words are put together they make a sentence.	I confidently answer and ask questions about what I have read. I recognise rhyme in text. I demonstrate understanding of new vocabulary with my own explanations of words. I begin to understand the key components of a successful sentence.	I confidently answer and ask questions about what I have read. I recognise a non-fiction text. I understand the difference between fiction and non-fiction. I use new vocabulary independently during provision time with my peers. I know the key components of a successful sentence.	-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.
Word Reading	I recognise my name. I read the sounds m a s d t i n p g o c k u b f e. I blend compound words e.g. foot-ball. I begin to blend 2 and 3 syllable familiar words e.g. coff-ee, el-e-phant.	I recognise my name speedily and confidently. I read the sounds m a s d t i n p g o c k u b f e l h r j v y w z x. I begin to blend known sounds to read CVC words. I read a RWI blending book.	I recognise familiar words in the environment e.g. days of the week. I read the sounds m a s d t i n p g o c k u b f e l h r j v y w z x speedily and confidently. I begin to read the special friend sounds ll ss ff ck sh qu th ng ch nk. I read a RWI ditty sheet including some red words.	I use my phonic knowledge to read words in the environment. I read the special friend sounds ll ss ff ck sh qu th ng ch nk speedily and confidently. I read a RWI red book including red words.	I use my phonic knowledge to read longer words in the environment. I read set 2 special friend sounds ay ee igh ow oo oo. I read a RWI red book speedily and confidently. I 'Fred in my head' when reading words.	I use my phonic knowledge to read sentences in the environment. I read set 2 special friend sounds speedily and confidently. I read a RWI green book. I 'Fred in my head' consistently.	-Say a sound for each letter in the alphabet and at least 10 diagraphs. -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.

Writing	I copy my name. I copy the letters taught in phonics. I give meaning to the marks I make.	I begin to independently write my name. I begin use the correct letter formation for taught letters. I begin to write CVC words during taught lessons.	I write my name independently using the correct letter formation every time. I use the correct letter formation for taught letters. I write CVC words with confidence during taught lessons. I begin to write words, labels and captions during provision.	I use the correct letter formation for taught letters. I write words including special friends during taught lessons. I write words, labels and captions, including those with special friends, during provision.	I write short sentences including words with special friends. I use capital letters and full stops in sentences.	I write short sentences including words with set 2 special friends. I correctly and consistently use capital letters and full stops in sentences.	-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							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	I subitise objects to up to 5. I use my fingers to represent numbers up to 5. I match sets to the numberblock numerals up to 5.	I begin to know when objects can be subitised and when counting is needed. I use my fingers to explore different ways of representing numbers up to 5. I make different arrangements of numbers within 5 and can talk about what I can see.	I begin to identify missing parts for numbers within 5. I continue to make different arrangements of numbers within 5 and can talk confidently about what I can see.	I explore the structure of the numbers 6 and 7 as '5 and a bit'. I connect '5 and a bit' to finger patterns.	I continue to identify when objects can be subitised and when counting is needed. I explore the structure of numbers 8 and 9 as '5 and a bit'.	I confidently subitise up to 10 and beyond. I recall some addition and subtraction facts to 10. I begin to use a rekenrek to develop my subitising skills.	-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.
Numerical Pattern	I join in with counting sequences beyond 10. I join in with counting songs and rhymes. I count using 1:1 correspondence.	I am exposed to the language of comparison including 'fewer than', 'more than' 'equal' 'same'. I begin to develop the language of 'whole' when talking about objects that have parts.	I join in with counting sequences beyond 20. I understand the language of comparison including 'fewer than', 'more than' 'equal' 'same'. I focus on equal and unequal groups when comparing numbers.	I join in with counting sequences and link ordinality through the staircase pattern. I begin to understand that 2 equal groups are called a 'double' and connect this with finger patterns. I begin to sort odd and even numbers according to their shape.	I continue to count confidently. I order numbers beyond 10 and play track games. I compare quantities and numbers, including sets of objects which have different attributes.	I join in with counting sequences to 30 and beyond. I explore a range of representations of numbers beyond 10. I know how doubles can be arranged in a 10 frame. I sort representations of odd and even numbers.	-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 another quantity. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	I talk about the people in my family. I name the people who live in my house.	I talk about past and present birthdays in my life. I talk about people who help us e.g. firefighters, nurses. I know how nurses today work differently than nurses in the past.	I talk about how I have celebrated special events.	I understand the past through learnt fairy tales.	I continue to explore the past through class storytelling.	I know how seaside's have changed from past to present. I draw information from non-fiction books.	-Talk about the lives of 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 encounters in books read and class and storytelling.
People, Culture and Communities	I recognise the similarities and differences within my own class community. I am aware of Harvest Festival.	I recognise the similarities and differences between Diwali and Bonfire Night. I recognise the similarities and differences between Christmas and Hanukah.	I know how New Year is celebrated in other countries. I draw information from a simple map. I create a simple map. I recognise similarities and differences between Polish food and English food.	I know that Christians celebrate Easter. I talk about different Easter traditions.	I know where I live from looking at a map. I know about the Royal family. I am aware of some London landmarks. I am aware of national events e.g. London Marathon.	I know that holidays look different to different people. I recognise the similarities and differences between different holidays I have experienced.	-Describe their immediate environments using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between 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.

The Natural World	I explore Dingley Dell.	I begin to ask questions about the natural environment around me.	I continue to ask questions about the natural environment around me.	I know and recognise the signs of Spring.	I hunt for Minibeasts and know about their habitats.	I know and recognise the signs of summer.	-Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the world around them and contrasting environment's, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	I explore our outdoor area.	I can say what season we are in.	I can confidently say what season we are in and give a reason as to how I know e.g. it is cold	I plant seeds and observe the growth.	I build a minibeast hotel.	I know facts about learnt sea creatures.	
	I am aware of the concept of seasons through our calendar.	I explore ice and snow.	I know what a habitat is and can sort animals by their habitats.	I know how to care for growing plants.	I know the life cycle of some minibeasts and can compare them.	I know how to support the environment through my actions.	
	I know and recognise the signs of Autumn.	I know that different animals hibernate for winter.					

Expressive Arts and Design							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	I name colours. I draw and colour with pens, pencils and crayons. I draw myself. I paint and experiment with mixing colours.	I begin to experiment with materials at the Art table. I begin to talk about my creations with adult support. I manipulate clay to create a Diwa lamp.	I continue to experiment with different materials at the Art table. I talk about my creations explaining the processes. I use props when retelling stories.	I persist with creating when I meet challenges. I confidently talk about my creations explaining the processes I have used. I confidently use different techniques for joining materials e.g. split pins, treasury tags.	I create for a purpose. I adapt my creations where necessary. I choose and use effective props when retelling stories.	I confidently use and explore materials, tools and techniques and am happy to explain the processes I have used.	-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, exploring the process they have used. -Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	I am exposed to nursery rhymes and familiar songs. I begin role play my own narratives.	I join in with nursery rhymes and familiar songs. I join in with and perform in the Christmas Nativity. I continue to role play my own narratives with peers.	I perform nursery rhymes and familiar songs. I being to act out familiar stories with peers e.g. We're Going On A Bear Hunt.	I explore musical instruments. I link music to stories.	I explore musical instruments following a musical pattern.	I can move in time to music. I can perform a dance and song to an audience at Rose Day.	-Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. -Performs songs, rhymes, poems and stories with others, and -when appropriate-try to move in time with music.