

Reception Progress Model for Development Matters

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<p>Getting to know you! Our self, our feelings and our families -The colour monster</p> <p>All things Autumn! Exploring seasonal changes through our senses</p>	<p>Let's explore 'Light and dark!' through festivals, celebrations & traditions</p> <p>Let's explore Christmas! Christmas traditions, First Christmas story and celebrations today</p>	<p>Winter wonderland – Charlie Crow in the snow, The Snowball</p> <p>Chinese new year - share Chinese new year story of the animal race</p> <p>Trains, planes and automobiles inc emergency vehicles</p> <p>Let's explore Space! How will we get there? What might we see?</p>	<p>Where we live-let's explore Burpham and our world finding out about where we live and comparing to other places</p> <p>Where the wild things are and the Gruffalo exploring imaginary worlds and creatures</p> <p>Step into Springtime! Growing, the tiny seed, new life and Easter</p>	<p>Let's find out about dragons, knights and castles</p> <p>Stories to include 'Zog' & 'The Knight who wouldn't fight'</p> <p>Let's celebrate the King's coronation with bunting, crowns and cake!</p> <p>Let's discover dinosaurs, fossils & archaeology</p> <p>Let's become 'Superheroes' including everyday heroes & our favourite character 'Supertato'</p>	<p>Let's explore keeping healthy through food, fitness & fun!</p> <p>Let's investigate how we can take care of our world</p> <p>Let's discover the many adventures of Winnie the Pooh</p> <p>Let's investigate marvellous minibeasts</p> <p>Let's step into Summer with sunshine, the seaside and the amazing creatures under the sea</p> <p>Stories to include 'Sharing a shell, Tiddler, The Night Pirates & Commotion in the ocean</p>
Lines of Enquiry and RE	<p>Who am I? Where do I belong? <i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</i></p>	<p>Why do we have different Festivals? <i>To explore the idea of 'celebration' as an important religious concept, the starting point being the celebrations that are a part of the lives of pupils in our class. This learning creates significant opportunities to help pupils to see the world through the eyes of others and to understand that celebrations can help us understand more about what different people believe. Recognise that people have different beliefs and celebrate special times in different ways.</i></p>	<p>What can we learn from stories? <i>Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. Compare and contrast characters from stories, including figures from the past. Traditional tales, fairy tales, fiction and non-fiction</i></p> <p>The Wonder of Cold Places Life in other countries</p>	<p>What makes something special? Special unit on "what do we wear?" And "hats off" as part of exploring different communities and what is special to them.</p>	<p>What makes our world wonderful? <i>Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. Explore the natural world around them.</i></p> <p>The Wonder of New Life Farm visit, Life-cycles, Eggs hatching to chicks, Tadpoles/frogs, seed planting</p>	<p>What makes a place special? <i>To know that places are special for different people and that some places hold special memories. The children will begin to understand that some people go to special buildings to pray or to be close to God. Children may also reflect on places that are special for them, or places that they associate with special memories. Understand that some places are special to members of their community.</i></p> <p>Memories Reflecting Celebrating achievements</p>
Outdoor learning focus	<p>Seeds Minibeast hunt Harvest Moon Autumnal Equinox Autumn leaves Autumn pond study</p>	<p>Autumn trees Pumpkins Fungus/Moss/Lichen Weather Christmas plants Birds Winter solstice</p>				
Lifeskills/SCARF	Me and my relationships	Keeping Safe	Valuing difference	Rights and respect	Being my best	Growing and changing

Moments of Wonder/ Events	World Mental Health Day Shared learning Visiting Parents	Diwali, Hannukah, Sukkot Bonfire Night Remembrance Day Anti-bullying week Odd Socks Day Advent/ Christmas Nativity performance Library visit Postbox visit	New Year Epiphany Make your dreams come true Day Chinese New Year National Story Telling Week Valentines' Day	Shrove Tuesday Ash Wednesday World Book Day Mothering Sunday Start of Ramadan Easter	Father's Day Other faiths Earth Day	Sports Week Transition activities
Favourite Five	Where the Wild things are Anansi Oi Frog Tree: Seasons come, season go Three Little Pigs	Halibut Jackson Look up Room on the Broom The Bible: Story of Christmas The Emperor's New Clothes	Lost and Found Poles Apart The magic paintbrush Super Milly and the super school	The tiny seed The extraordinary gardener Oliver's Vegetables Jim and the Beanstalk. Non-fiction books about lifecycles.	Weirdo The night Pirates Follow children's interests	So much Izzy Gizmo
Poems and Rhymes	Chop chop Leaves are falling Falling apples This little piggy went to market Ring a ring a roses Incy Wincy	Five Little Pumpkins Mice Cup of Tea Three blind mice Five little men in a flying saucer Twinkle twinkle little star				
Vocabulary for learning and using: Word Aware	Concept words: all, both, now, later, first. Text: wild, terrible, lonely, change, Progression: unique, hunt, autumn, pond, harvest Feelings and associated words to express ourselves Same & different Who, where Family and relation terms e.g. aunty, Grandad Number names to 5, balance, measure, mix Days of the week Spider, country	Concept: next, dark, day, night, between. Text: disguise, suit Progression: stem, fungus Believe why Celebrate, celebration, festival, gift Safe, unsafe, Pattern, 2D shape names Astronaut, meteor, space Nativity More than, fewer than Thanksgiving, grateful, thankful	Character Story, tale, fiction, non fiction Continents, hemisphere, pole Superhero What Love, respect, unity, care 3D shape names Question (not answer)	Special Wear/dress/uniform Rights, respect Belief Life cycles, cyclical Plant, seed, garden, grow Season	How Natural world Human Science Faith Belong/belonging estimate	When Place Memories Inventions Creative Growing, changing Sports terminology: throw, catch, replace, change, swap Using the correct tense for words in context

PRIME AREAS

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
-------------------------	----------	----------	----------	----------	----------	----------

<p>Communication and Language Focus</p> <p><i>(Previous or next focus can be used dependent on child's needs.)</i></p>	<p>Children will join in with rhymes and stories with repeated refrains and share favourites. Understand how to listen carefully and why listening is important. Describe events in some detail. Listen attentively. Talk about their ideas. Speak in a familiar group. To be able to listen to stories and respond to what they hear with relevant comments, questions or actions.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Connect one idea or action to another using a range of connectives. Begin to engage in non-fiction books and understand some of the different features.</p>	<p>Engage with non-fiction books. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 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 style="text-align: center;"><u>Statements addressed across the whole year</u></p> <p>Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in story times. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs. Listen to and talk about selected stories to build familiarity and understanding. Develop social phrases. Ask questions to find out more and to check they understand what has been said to them.</p>						
<p>Personal, Social and Emotional Development Focus</p> <p><i>(Previous or next focus can be used dependent on child's needs.)</i></p>	<p>See themselves as a valuable individual. Manage their own personal needs. Build constructive and respectful relationships.</p>	<p>Express their feelings and consider the feelings of others. 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.</p>		
<p style="text-align: center;"><i>(Statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year).</i> <u>Ongoing</u> - Know and talk about the different factors that support overall health and wellbeing – e.g. brushing teeth and hygiene.</p>						
<p>Physical Development Focus</p> <p><i>(Previous or next focus can be used dependent on child's needs.)</i></p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility Refine skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. PE unit: introduction to PE 1</p>	<p>Further develop the skills they need to manage the school day successfully: lining up, mealtimes and routines etc. Progress towards a more fluent style of movement with developing control and grace. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. PE unit: Introduction to PE 2</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. PE unit: Gymnastics 1</p>	<p>Know and 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. PE unit: Gymnastics 2</p>	<p>Combine different movements with ease and fluency Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. PE unit: Dance 1</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient. PE unit: Dance 2</p>
<p>Vocabulary</p>	<p>Avoid freeze backwards space safe stop forwards sideways partner</p>	<p>catch partner direction stop</p>	<p>balance bend copy</p>	<p>around balance hold</p>	<p>action bend count</p>	<p>actions beat counts low</p>

score
space
safely
path
rules

jump
hold
squeeze
star
still
straight
land
rock
roll
shape

jump
still
straight
through
travel
land
over
rock
roll

move
shake
space
twist
direction
high
low

fast
finish position
high
travel
quickly
shape
slowly
start position
direction

Statements addressed across the whole year

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with physical education sessions and other physical disciplines outside of school including dance, gymnastics, sport..

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.

LITERACY

Area of Learning

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Comprehension

Statements addressed across the whole year - Please also see Communication and Language

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.

Little Wandle reading sessions

Use wordless books to establish book behaviours, book talk and to grow vocabulary.

Children who are blending confidently can read books with the graphemes s a t p i n m d, but with no tricky words

Throughout the year children engage in regular reading sessions in the week which gives them opportunity to apply their phonics knowledge and develop their understanding of what they have read. The reading practice sessions have been designed to focus on three key reading skills: decoding, prosody – reading with meaning, stress and intonation; comprehension – understanding the text.

Reading

Little Wandle Phonics progression for Reception

Phase 2 graphemes

Phase 2 graphemes and tricky words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)

Phase 3 graphemes and tricky words words with double letters
• longer words

Phase 3 graphemes, review all tricky words and words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words
• words with s /z/ in the middle
• words with –s /s/ /z/ at the end
• words with –es /z/ at the end

New tricky words and Short vowels with adjacent consonants
• CVCC CCVC CCVCC CCCVC CCCVCC
• longer words and compound words
• words ending in suf_xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est

Review all tricky words and Phase 3 long vowel graphemes with adjacent consonants
• CVCC CCVC CCCVC CCV CCVCC
• words ending in suf_xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est
• longer words

Reading from Development Matters

Read individual letters by saying the sounds for them.

Read their name

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

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

To begin to segment and blend CVC words to read

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

To begin to segment and blend CVC words to read

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

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.

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.

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

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

To write simple sentences which can be read by others.

Writing

Possible writing outcomes based on Literacy curriculum texts

Labels, captions, oral retelling, developing a new character, call-and-response poems, descriptive posters, simple explanations

Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log, Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice

Thought bubbles, labels, oral re-telling, writing in role, thank you letters, Letters of encouragement; song lyrics and job applications

Labels and captions, advice, retellings, writing in role, narrative, letter, instructions

Writing in role, letters, captions and labels, narrative retellings

Past tense sentences, writing in role, performance/ narrative poetry, Signage, letters of advice, lists, labelled diagrams

Writing stimulus text						
	<p>To write some or all of their name Use some of their print and letter knowledge in their early writing. E.g. a shopping list with initial sounds to represent words To form some letters correctly.</p>	<p>To form some letters correctly. To hear and write initial sounds in words To make recognisable attempts at forming letters. Write some CVC words To begin to write labels and simple captions with support</p>	<p>To form more letters correctly Spell words by identifying the sound and the writing the sound with the letter/s. To write labels and simple captions independently To being to use finger spaces and full stop.</p>	<p>Form lower-case letters correctly. Begin to form some capital letters correctly. Begin to use capital letters for names and start of sentences/phrases With support, begin to write short sentences. To use finger spaces and full stops.</p>	<p>Form some capital letters correctly. Write short sentences with:</p> <ul style="list-style-type: none"> • words with known letter-sound correspondences including digraphs and trigraphs when writing. • using a capital letter to start and • full stop. 	<p>Form lower case and upper case 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. To write simple sentences which can be read by others</p>

Area of Learning	Autumn 1 and 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mathematics</p> <p>Focus</p> <p><i>for Shape Space and Measure</i></p> <p><i>(Previous or next focus can be used dependent on child's needs.)</i></p>	<p>Talk about and explore 2D and 3D shapes using informal mathematical language</p> <p>Understand position through words alone</p> <p>Describe a familiar route make comparisons between objects relating to size, weight and capacity.</p> <p>Select shapes appropriately</p> <p>Combine shapes to make new ones</p> <p>Talk about and identify patterns around them</p> <p>Extend and create ABAB patterns</p> <p>Notice and correct error in a repeating pattern</p> <p>Begin to describe a sequence of events</p>	<p>Select rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compare length</p>	<p>Compose and decompose shapes so that children recognise that a shape can have other shapes within it like numbers can.</p> <p>Continue, copy and create repeating patterns (AB and ABB patterns)</p> <p>Compare weight</p>	<p>Continue to copy and create repeating patterns</p> <p>Compare capacity</p>	<p>Compare length, weight and capacity. Select rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise that a shape can have other shapes within it like numbers can.</p> <p>Continue to copy and create repeating patterns</p>
<p><i>Statements addressed across the whole year</i></p> <p>Explore the composition of numbers to 10. Subitise up to 5 Automatically recall number bonds up to 5 and some number bonds to 10, including doubling facts</p>					
<p><i>Mathematics progression – Mastering Number</i></p>	<ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching 	<ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 		

	<ul style="list-style-type: none">• begin to develop the language of 'whole' when talking about objects which have parts		
<i>Additional mathematics progression across the year</i>	<i>Days of week/months of the year songs Routines</i>		

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Understanding the World</u></p> <p><i>(Previous or next focus can be used dependent on child's needs.)</i></p>	<p>RE: What makes us special?</p> <p>Name and describe people who are familiar to them. Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about what they do with their family and places they have been together. They will talk about similarities and make comparisons with other families. Learn to navigate around their new indoor and outdoor learning environment. Share significant family celebrations and traditions, which may include birthdays, religious celebrations or special holidays.</p>	<p>RE: Why do we have celebrations?</p> <p>Talk about how they celebrate Christmas with their families. Talk about images associated with Christmas. Discover how Christmas used to be celebrated in the past looking at similarities and differences. Use the Emperor's new clothes to think about where clothes come from now and in the past. Share different cultures versions of Christmas traditions Differentiate between fictional characters and real people in their lives. Learn about winter festivals eg Diwali, and Christmas.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Understand the effect of changing seasons on the natural world around them</p>	<p>Draw information from a simple map.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
<u>Strands and concepts underpinning NC RE</u>						
<u>Strands and concepts underpinning NC science</u>						
<u>Strands and concepts underpinning NC geography</u>						
<u>Strands and concepts underpinning NC history</u>						

Statements addressed across the whole year

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.

Expressive Arts and Design Strands and concepts underpinning NC art

Our children will explore the arts through: painting, 3d modelling, messy play, cutting, role play, singing new and familiar songs and moving to music. They will create their own self-portraits, beginning to explore shape and colour mixing using poster paint. In music children will explore sounds and how they can be changed, tapping out simple rhythms. They will be provided with opportunities to work independently and as part of a group to develop and realise their creative ideas. Use shapes to depict an idea or image and talk about what they have drawn. Sing nursery rhymes following the melody

listening to music relating to different celebrations such as Diwali
Creating firework pictures linked to Guy Fawkes exploring printing techniques
Developing craft skills in particular during our Art/Dt morning.
Story telling using role play props eg the Nativity.
In music children will learn to sing nursery rhymes and action songs through exploring instruments including their voices.
Learning songs and scripts by heart in preparation for our Nativity Show.
Keep a steady beat, this may be whilst singing tapping their knees, dancing to music or with instruments
Perform in front of an audience

Strands and concepts underpinning NC Music

<p><u>Strands and concepts underpinning NC DT</u></p>			<p>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.</p> <p>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 share</p>	<p>To draw a detailed picture which is recognisable by an adult selecting appropriate colours.</p> <p>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</p>	
	<p>Structures: Junk modelling To explore and investigate tools and materials To investigate cutting different materials To plan and select materials needed to make a model To verbally plan and create a model To share a finished product and talk about the processes in making it To explore different ways to temporarily join materials together</p>	<p>Food: soup Explore fruits and vegetables and the differences between them To explore a pumpkin and describe it using the 5 senses To design a fruit and vegetable recipe To learn how to use a knife safely To safely use tools to prepare ingredients To design food packaging</p>	<p>Textiles: bookmarks To develop threading and weaving skills Practice and apply threading skills to a specific materials: paper; then hessian and wool To us threading or sewing to design a product: bookmark To create a textile product following their own design To reflect with children on how they have achieved their aims</p>	<p>Threading flowers: To use a range of tools and techniques to create a threaded spring flower.</p>	<p>Structures: Boats To understand what waterproof means and test whether materials are waterproof To test and make predictions about which materials float or sink To learn about the different shape and structures of boats and ships To investigate how the shape and structure of boats affect they way they move To design a boat To create a boat based on their own design</p>
	<p>Hibernation boxes: To design and make a hibernation box. To understand what hibernation needs and why some animals hibernate.</p>	<p>Sliding Santa Chimneys To create a picture with a simple sliding mechanism.</p>		<p>Easter hanging decoration: To design and create a hanging Easter egg decoration.</p>	<p>Finger Puppet using sewing skills from bookmarks</p>
	<p><i>Statements addressed across the whole year</i></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>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.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>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.</p>				

