

Poppleton Ousebank Primary School

Reception Skills Development Progression

Our purposeful and engaging curriculum maps out progress, but also recognises that learning in the Early Years is not always neat and orderly and considers that pupils learn best in different ways. Each area of learning and development is implemented through planned learning, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions to move their learning forwards. We believe all pupils can succeed and ensure that our teaching practice is adaptive and responsive to the needs of the pupils. The skills progression links to our Long Term Plan.

	All about ME AUTUMN - WINTER		All about Fact and Fiction WINTER - SPRING		All about My World SPRING - SUMMER		
	<u>Autumn 1</u> We are Special	<u>Autumn 2</u> Celebrations	<u>Spring 1</u> Space	<u>Spring 2</u> Traditional Tales	<u>Summer 1</u> Being Healthy and Growing	<u>Summer 2</u> Our World and Farming	<u>Early Learning Goal</u>
These statements are split, but are applied on an ongoing basis throughout the year.							
Communication and Language							
Listening, Attention and Understanding	I understand how to listen carefully and know why it is important.	I am beginning to understand how and why questions.	I am able to ask questions to find out more.	I can retell a story and follow a story without pictures or props.	I am able to understand a question such as who, what, where, when, why and how.	I am able to have conversations with adults and peers with back-and-forth exchanges.	<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 conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	I am able to talk in front of small groups and my teacher offering my own ideas.	I am able to use new vocabulary throughout the day.	I can engage in non-fiction books and can use new vocabulary in different contexts.	I can talk in sentences using conjunctions e.g. and, because	I can use talk to organise, sequence and clarify my thinking, ideas, feelings and events.	I am able to talk in sentences using a range of tenses and conjunctions.	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. 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							
Self-Regulation	I can follow one-step instructions, recognise different emotions and focus during short whole class activities.	I can talk about how I am feeling and I can consider others feelings.	I can focus during longer whole class lessons.	I can identify and moderate my own feelings socially and emotionally.	I can control my emotions using a range of techniques.	I can follow instructions of three steps or more.	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. 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.
Managing Self	I can wash my hands independently and manage my own basic needs independently	I understand the need to have rules.	I am begin to show resilience and perseverance in the face of a challenge.	I can dress independently.	I understand the importance of healthy food choices	I am able to show a 'can do' attitude	<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.

Building Relationships	I can seek support from adults and gain confidence to speak to peers and adults.	I am beginning to develop friendships.	I am able to use taught strategies to support turn taking.	I can listen to the ideas of other children and agree on a solution and compromise.	I can work as a group and behave accordingly	I have confidence to communicate with adults around the school.	<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.
Physical Development							<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.
Gross Motor Skills	I can move safely in a space.	I can explore different ways to travel and make body shapes.	I can move safely with confidence and imagination, communicating ideas through movement.	I can balance on a variety of equipment and climb.	I am able to control a ball (using feet) in different ways. I am able to throw, roll, stop and catch a ball (using hands).	I can play by and follow the rules and develop coordination.	
Fine Motor Skills	I am able to use cutlery appropriately	I am beginning to use a tripod grip when using mark-making tools.	I can handle scissors, pencil and glue effectively.	I can hold scissors correctly and cut out small shapes.	I can use the tripod grip when writing and drawing.	I can form letters correctly using a tripod grip.	<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; • Begin to show accuracy and care when drawing.
Literacy							<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.
Comprehension	I can independently look at a book, holding it the correct way and turning pages.	I engage and enjoy an increasing range of books.	I can talk about texts using recently introduced vocabulary.	I am able to retell and act out stories and talk about the characters in the books I have been reading.	I can retell a story using the introduced vocabulary from the book.	I can answer questions about what I have read.	
Word Reading	I can say individual graphemes and blend sounds together orally.	I am beginning to read words and captions.	I can recognise taught digraphs in words and blend the sounds together.	I can read words and sentences containing red words and digraphs.	I can read longer sentences containing 4 and 5 sounds words.	I can read books matching my phonics ability. I am developing fluency.	
Writing	I can give meanings to the marks I make. I can write my name.	I can segment simple words for writing.	I can write a range of words, which are spelt phonetically.	I can write labels and captions and use learnt Phonics strategies to support this.	I can write simple phrases and sentences using recognisable letters and sounds.	I can re-read my sentence to check it makes sense. I can begin to use capital letters, full stops and finger spaces.	<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.
Mathematics							<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.
Number	I am able to match and sort. I can compare amounts.	I have a deep understanding of numbers 1 - 3.	I have a deep understanding of numbers 1 - 8.	I have a deep understanding of numbers 1 - 10 I know my bonds to 5 and 10	I am building my numbers knowledge beyond 10.	I know number facts within 10	
Numerical Patterns	I can verbally say which group has more or less. I can Continue, copy and complete repeating patterns.	I know 2D shapes. I understand positional language.	I understand and explore mass, capacity, length, height and time.	I know 3D shapes I can recognise and create repeating patterns (AAB)	I can match, rotate and manipulate shapes.	I can build a map using spatial reasoning	<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;

							<ul style="list-style-type: none"> 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							<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. 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.
Past and Present	I know about my own life story and know how I have changed.	I can talk about the lives of people around me.	I know some similarities and differences between things in the past and now.	I can talk about similarities and differences between things in the past and now.	I know about the past and how things have changed.	I know some similarities and differences between things in the past and now	
People, Culture and Communities	I can talk about members of my family. I can name and describe people who are familiar to me.	I know that people in Britain and around the world have different religions. I am aware of different celebrations.	I know about people who help us within the local community. I know that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community.	I know about some similarities and differences between life in this country and life in other countries.	I can talk about simple maps of Poppleton, York. I can talk about my locality and places I have been and I like to visit.	
The Natural World	I can explore and ask questions about the natural environment around me	I understand the terms 'same' and 'different'.	I can talk about what I see, hear and feel whilst outside I know some important processes and changes in the natural world including states of matter.	I can make observations about animals and their environments discussing similarities and differences.	I can make observations about growing plants, life-cycles and animals. I can name farm animals and their babies	I can recognise some environments that are different from the one in which I live.	<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 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.
Expressive Arts and Design							<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.
Creating with Materials	I can experiment with mixing colours.	I can experiment with painting/drawing techniques. Artist: Cy Twombly	I can safely explore different techniques for joining materials. Artist: Anthony Goldsworthy	I can explore drawing techniques through observational drawings. I can explore materials. I can PLAN (design) DO and REVIEW the process of making a boat for the Gingerbread Man to cross the river safely.	I can explore with colour and texture Artist: Kandinsky	I can share creations, talk about processes and evaluate my work.	
Being Imaginative and Expressive	I can sing and perform nursery rhymes.	I can perform songs and dances with others. I can take part in a performance with my peers.	I can create narratives based around stories.	I can move in time to the music, keep the beat, tune with instruments	I can talk about a variety of music styles and how they make me feel	I can create music and a dance to perform to others.	<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.