







Reception Long Term Plan - Skills Progression

Half Term	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd	
Over-arching Theme	We Are Reception Class	Let's Celebrate Festivals	People Who Help Us	Super Stories	Our Wonderful World 'Here and There'	Our Wonderful World 'Wonderful Water'	
Prime Area	Personal, Social & Emotional Development			Many of these statements will be covered throughout the whole year. Once taught, these skills will be revisited throughout the year.			Early Learning Goal
Self-Regulation	<p>Follow one step instructions.</p> <p>Good Listening Games Focus during short whole class activities.</p> <p>Settling into school Learning about classroom routines & school rules</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Talk about how they are feeling and to consider others feelings.</p> <p>Recognise different emotions.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Develop concentration</p>	<p>Think about the perspectives of others.</p> <p>Focus during longer whole class lessons.</p>	<p>Follow instructions of increasing complexity – two or three steps.</p>	<p>Be able to control their emotions using a range of techniques.</p>	<p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>*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.</p>
Managing Self	<p>See themselves as a valuable individual</p> <p>Manage their own needs including personal hygiene</p>	<p>Show confidence and independence when selecting activities and resources.</p> <p>Dress and undress with support</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>being a safe pedestrian</p> <p>Dress and undress independently.</p>	<p>Begin to know right from wrong and behave accordingly.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>*sensible amounts of 'screen time'</p> <p>*having a good sleep routine</p>	<p>Be able to show a 'can do' attitude</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>regular physical activity healthy eating toothbrushing</p>	<p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>Settling into school. Learning our school Golden Rules.</p> <p>Seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Begin to develop friendships.</p> <p>Begin to show sensitivity to others' feelings.</p>	<p>Use strategies to support turn taking.</p>	<p>Listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Work as a group.</p>	<p>Have confidence to communicate with adults around the school.</p>	<p>*Work and play cooperatively and take turns with others;</p> <p>*Form positive attachments to adults and friendships with peers;</p> <p>*Show sensitivity to their own and to others' needs.</p>

Prime Area	Communication & Language		Many of these statements will be covered throughout the whole year. Once taught, these skills will be revisited throughout the year.				
Listening, Attention & Understanding	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story-times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to each other e.g. during snack and milk as a class.</p>	<p>Begin to understand how and why questions.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books</p>	<p>Ask questions to find out more.</p> <p>Developing attention & concentration.</p> <p>Question words</p> <p>Engage in non-fiction books</p>	<p>Retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Understand who, what, where, when, why and how questions.</p>	<p>Have conversations with adults and peers with back-and-forth exchanges.</p>	<p>*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.</p>
Speaking	<p>Time to talk, during milk and snack as a class.</p> <p>Speak clearly for a partner to hear and understand.</p> <p>Develop social phrases.</p> <p>Learn new vocabulary</p> <p>Learn rhymes, poems and songs.</p>	<p>Time to talk, during milk and snack as a class.</p> <p>Speak clearly for a small group to hear and understand.</p> <p>Retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn new vocabulary</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Speak clearly for the whole class to hear and understand.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Use new vocabulary in different contexts.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Topic link -Engage in non-fiction books and to use new vocabulary in different contexts.</p> <p>Observe, and talk about, changes to class caterpillars/ growing plants</p>	<p>Look back on their Reception year and talk about it using a range of tenses.</p> <p>How do they feel about moving on?</p> <p>Use their experience of Reception Class to support new intake</p>	<p>*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.</p>

Prime Area	Physical Development		Once taught, these skills will be revisited to give further practise and consolidation throughout the year.				
Gross Motor Skills	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling walking jumping running hopping skipping climbing</p>	Confidently and safely use a range of large apparatus	Combine different movements with ease and fluency.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Use gross motor movements with increasing confidence and competence.	<p>*Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>*Demonstrate strength, balance and coordination when playing;</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
'Get Set 4 PE' units or parts of them where applicable	<p>Get Set 4 PE incorporate Fundamentals to PE 1 & 2 skills within sessions</p> <p>Developing core strength gross motor skills.</p> <p>Using trikes, scooters, monkey bars, and hoops.</p> <p>x1 lesson per week no changing</p>	<p>Get Set 4 PE incorporate Introduction to PE 1 & 2 skills within sessions</p> <p>Developing core strength & GMS.</p> <p>Using trikes, scooters, monkey bars, and hoops.</p> <p>x1 lesson per week & getting changed</p>	<p>Get Set 4 PE Gymnastics 1 & 2</p> <p>Get Set 4 PE Dance 1</p>	<p>Get Set 4 PE Dance 2</p> <p>Get Set 4 PE Ball Skills 1&2</p>	Practising events for Sports Day	Get Set 4 PE Games 1&2	
Fine Motor Skills	Build strength in hands by doing a range of fine motor skill activities e.g. manipulating dough, threading, using tweezers.	Use a paintbrush effectively to create desired effect.	Show developing accuracy when drawing, cutting with scissors, and using cutlery.	Develop small motor skills to enable use a range of tools competently, safely and confidently	Hold scissors correctly and cut out small shapes.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	<p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>*Begin to show accuracy and care when drawing.</p>

Specific Area	Literacy		Once taught, these skills will be revisited throughout the year.				
Comprehension	Independently look at a book, holding it the correct way and turning pages. Listening & joining in with stories and rhymes	Engage and enjoy an increasing range of books.	Act out stories using recently introduced vocabulary.	Be able to talk about the characters in the books they are reading.	Retell a story using vocabulary influenced by their book.	Be able to answer questions about what they have read.	<p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>*Anticipate – where appropriate – key events in stories;</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
	<p style="text-align: center;">Concept Cat</p> <p style="text-align: center;">A fun and engaging way to teach children early verbal concepts, developing the spoken vocabulary of all children.</p>						
Word Reading SSP - ELS	Recognise and name taught GPCs in phase 2	Recognise and name taught GPCs in phase 2 Begin to blend known graphemes to read words Recognise some HRS words	Recognise and name taught GPCs in phase 2 and those taught in Phase 3 Read words consistent with their phonic knowledge by sound-blending Recognise more HRS words	Recognise and name taught GPCs in phase 2 and those taught in Phase 3 Read words consistent with their phonic knowledge by sound-blending Recognise an increasing number of HRS words	Recognise and name taught GPCs in phase 2 & 3 and longer words in Phase 4 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 HRS words.	Introduction to Phase 5 set A GPCs 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 HRS words.	<p>*Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>*Read words consistent with their phonic knowledge by sound-blending;</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Writing development linked to Physical Development & CL	Developing balance whilst standing still & then moving. Gross Motor Skill (GMS) development shoulder, elbow and wrist pivot	Fine Motor Skill (FMS) development Pincer grip, palm arches, thumb opposition, finger isolation bi-lateral co-ordination Crossing midline Hand eye co-ordination	<p>Targeted GMS/FMS activities for individuals/groups</p>				<p>*Write recognisable letters, most of which are correctly formed;</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>
Writing Ready Steady Write	 The Something by Rebecca Cobb	 Star in the Jar by Sam Hay	 Juniper Jupiter by Lizzy Stewart	 Little Red by Beth Woollvin	 The Extraordinary Gardener by Sam Boughton	 The Storm Whale by Benji Davies	<p>*Write simple phrases and sentences that can be read by others.</p>

Specific Area	Maths - White Rose		Once taught, these skills will be revisited throughout the year.				
Number & Numerical Patterns	Getting to know you Match Sort Compare size, mass, capacity Talk about measure and patterns	It's me 1,2,3 Circles and Triangles 1 2 3 4 5 Shapes with 4 sides	Alive in Five Mass and capacity Growing 6,7,8	Length Height and Time Building 9 and 10 Explore 3D shapes	To 20 and beyond How Many now? Manipulate, compose and decompose	Sharing and Grouping Visualise, build and map Making connections	*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. *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.

If your child can already count, they have developed a great skill. However, Maths is about more than just being able to say the numbers in order. At this stage, we focus on a deep understanding of numbers — not just reciting them.

For example, we want children to understand what the number 5 *actually means* — that it can be made from 2 and 3, or 4 and 1, or even 5 ones. We want them to recognise small groups of objects without counting - this is called *subitising* and to be able to compare quantities, talk about more and less, and understand how numbers relate to each other.

Counting is a great skill, but it's only one piece of the puzzle. A child who can count to 100 might not yet understand what 6 looks like as a group, or how it can be split into parts. In Reception, we build these foundations carefully, so that when children do more complex maths later on, they have a really solid understanding to build on.

<p>Computing – doesn't have an ELG, but technology will be introduced & children shown how to use it and encouraged to use it during Continuous Provision.</p>	<p>*IWB - self-register on IWB, GMS drawing *Visualiser to look at children's eyes *iPad to take photos</p>		<p>As Autumn term and also: *Beebots – exploring, making journeys *Use CD player, FMS drawing, internet for CBeebies games hand/eye coordination *Visualiser to look at seeds *Purple Mash</p>				
<p>The Natural World</p>	<p>Autumn How trees look –changing colour and losing leaves Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Winter How trees look – loss of leaves Understand the effect of changing seasons on the natural world around them. Talk about the differences between materials and changes they notice.</p>		<p>Spring seasonal change How trees look – buds & blossom Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Summer seasonal change How trees look- leaves have opened Understand the effect of changing seasons on the natural world around them. Map of Stoke Prior – locate school, Forest School & playground Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p>	<p>*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.</p>

Specific Area	Expressive Arts and Design		Once taught, these skills will be revisited and built upon throughout the year.															
<p>Creating with Materials</p>	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Encourage children to notice features in the natural world. Support them to define colours, shapes, textures and smells in their own words. Discuss children’s responses to what they see.</p> <p>Share artwork from a variety of artists to provide inspiration and generate conversation about art and artists.</p>		<p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Give children a range of materials to construct with. Introduce and encourage the use of ‘Plan, Do, Review’ - thinking about & discussing what they want to make.</p> <p>Discuss problems and how they might be solved as they arise.</p> <p>Reflect with children on how they have achieved their aims.</p>		<p>Use weaving skills to experiment with different mediums.</p> <p>Use of ‘Plan, Do, Review’ - thinking about & discussing what they want to make.</p> <p>Orally evaluate their process and creation.</p>	<p>*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.</p>												
	<p>Harvest - make soup Understand the process required to create the end product. Take part in the preparation and have the opportunity to taste once made.</p>	<p>use a variety of mediums *chalk on black paper for Festivals of Light *paint on paper</p>	<p>Waste and Recycling - using our creation station to create. Combine taught techniques with own ideas.</p>	<p>Super Stories - make Gingerbread Men</p>	<p>Weaving with a variety of mediums</p>													
<p>Being Imaginative & Expressive</p>	<p>Singing nursery rhymes, songs including for greeting, lunch & home time</p> <p>Establish a stop/start sign/picture so children know when to stop playing instruments/singing. Play a game to get them to stop and start. Sing songs linked to the curriculum.</p> <p>Tell stories using small world play Join in with role play</p> <p>Enhance small world play by adding own resources and constructions. Use own experiences to develop simple storylines in role play.</p>		<p>Use percussion instruments safely and carefully and begin to name them</p> <table border="0" data-bbox="963 941 1321 1228"> <tr> <td>Tempo</td> <td>Dynamics</td> </tr> <tr> <td>fast/slow</td> <td>loud/quiet</td> </tr> <tr> <td>steady beat</td> <td>music & feelings</td> </tr> <tr> <td>rhythm</td> <td>melody - tune</td> </tr> <tr> <td>structure – verse → chorus, repeat</td> <td></td> </tr> <tr> <td>Pitch- high/low</td> <td></td> </tr> </table> <p>Begin to develop more complex stories Create narratives based around stories.</p>		Tempo	Dynamics	fast/slow	loud/quiet	steady beat	music & feelings	rhythm	melody - tune	structure – verse → chorus, repeat		Pitch- high/low		<p>Change words of familiar songs to make own.</p> <p>Children respond to music they hear.</p> <p>Play music from a variety of genres</p> <p>Learn a dance together and provide improvise the opportunity to improvise</p> <p>Read stories and add sound effects.</p> <p>Make complex and imaginative small world scenes using own choice of resources. Use imagination to develop complex storylines in role play.</p>	<p>*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.</p>
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Enrichment Visits, Events and Celebrations	Induction Harvest Festival	Remembrance Day Divali - Hindu Hanukkah - Jewish Christmas – Christian Bonfire Night Remembrance Children In Need Christmas Play	Lunar New Year Safer Internet Day World Book Day Comic/Sport Relief Mothering Sunday Visits from people who work in the community Variety of music within weekly Singing Assemblies	Easter Service Variety of music within weekly Singing Assemblies	School Trip Live music performances EYFS Music Festival Variety of music within weekly Singing Assemblies	Forest School Father's Day Sports Day Transition visits to Y1 Variety of music within weekly Singing Assemblies	