




Reception Knowledge and Skills Progression Communication and Language						
St Paul's CE Primary 	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<i>All C and L skills are taught throughout the Reception Year, through high quality interactions, circle times, stories, group discussion, language intervention groups, and Nativity and Easter performances.</i>	<p>To use the correct present tense, e.g. I am jumping.</p> <p>To follow instructions with 2 or 3 steps.</p> <p>To understand how to listen</p> <p>To develop the use of social phrases.</p> <p>To listen attentively and respond to with relevant questions, comments and actions and clarify understanding.</p> <p>To be able to hold a conversation with their teacher and peers.</p> <p>To use new vocabulary in discussions and in play.</p> <p>To be able to listen carefully to rhymes and sounds.</p>	<p>To know and use vocabulary related to topics.</p> <p>To talk about what happened, what they did and what they have noticed.</p> <p>To recount events in order using, first, then, next, finally.</p> <p>To use past tense correctly,</p> <p>To be able to talk to adults and peers about past events.</p> <p>To listen and respond to what others say.</p>	<p>To use future tense correctly,</p> <p>To speak and answer questions in full sentences.</p> <p>To take turns in conversations.</p> <p>To use story vocab to retell familiar stories.</p> <p>To understand 'how' and 'why' questions.</p> <p>To connect one idea/ action to another using range of connectives.</p> <p>To ask questions to find out more and check understanding.</p>	<p>To retell a story with repetition and some story vocabulary.</p> <p>To be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>To plan activities with others...I am going to... Shall we...</p> <p>To use connectives to retell stories, such as first, then, finally, so, because, and.</p> <p>To offer explanations for why things might happen.</p>	<p>To participate in discussions, offering their own ideas, using new vocabulary.</p> <p>To use talk to work out problems and organise thinking.</p> <p>To engage in fiction and non-fiction books and to be able to talk about what they have read and what has been read to them.</p> <p>To use adjectives in their speech.</p>	<p>To express ideas and feelings about experiences in full sentences, including use of past, present and future tenses.</p> <p>To ask who, what, where, when, which and how questions.</p> <p>To use sentences such as I think that....I like ... because...</p> <p>To explain something in the order in which it happened.</p> <p>To use adjectives in full sentences correctly.</p> <p>To describe events in some detail.</p> <p>To listen other's ideas and acknowledge when responding.</p>
End Points (ELG)	<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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>					

<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>
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St Paul's CE Primary 	Reception Knowledge and Skills Progression Personal, Social and Emotional Development					
<p><i>PSED is a continuous focus in EYFS. Headings each term refer to specific teaching opportunities, but all will be revisited throughout the Reception year through high quality interactions, circle times, stories, group discussions.</i></p>	Autumn One Routines and Feelings	Autumn Two Friendships and Relationships	Spring One Considering their feelings and others	Spring Two Staying Safe	Summer One Managing care needs and Keeping Healthy	Summer Two Independence and Resilience
	<p>To know the school rules and be able to talk about how they help to keep them happy and safe.</p> <p>To know and follow the behavioural expectations at school.</p> <p>To be able to identify and moderate their own feelings, expressing whether they are feeling happy, sad, angry,</p>	<p>To be able to build constructive and respectful relationships.</p> <p>To be able to work and play cooperatively and take turns with others.</p> <p>To be able to give focused attention to what their peers and teachers say.</p>	<p>To see themselves as a valuable, special individual; teachers can help with this by taking time getting to get to know the child and their family.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p>	<p>To be able to safely access different areas of the classroom and outdoor areas.</p> <p>To know some behaviour is unacceptable/unsafe.</p> <p>To be able to talk about how to stay safe in different situations and places.</p> <p>To be able to explain how rules keep them</p>	<p>To be able to manage their personal hygiene.</p> <p>To be able to talk about how the right food, drink and exercise help them to keep healthy, strong and happy.</p> <p>To understand that they need to have good sleep routines and healthy amounts of 'screen time'.</p>	<p>To independently access the learning environments and make sensible learning choices.</p> <p>To be able to sustain their concentration on activities for a long period of time.</p> <p>To show perseverance and resilience in the face of a challenge.</p>


	worried, nervous, surprised or excited. To know what to do if they are feeling worried about something.			safe and know right from wrong.	To know how keep safe on our pavements and roads.	
End Points (ELG)	<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> <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> <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>					

Reception Knowledge and Skills Progression Physical Development						
St Paul's CE Primary 	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
All Physical Development skills are taught throughout the Reception Year, with extra emphasis in	To run and jump on one leg to another and on two legs, hop. To line up not standing too close or touching others.	To experiment with a wide range of small equipment, learning some degree of control. To know, revise and refine the skills they	To begin to learn how to stay fit and healthy - sleep, diet and exercise. To be able to experiment with a wider range of	To create a sequence of dance moves. To explore moving a ball with their feet. To direct a ball to a set place.	To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.	To use cutlery and tools confidently and safely. To competently form a fast, accurate and efficient handwriting style.

<p>specific areas half-termly.</p>	<p>To move freely and with pleasure and confidence in a range of ways.</p> <p>To stamp, stride and walk at a different pace.</p> <p>To get changed independently.</p> <p>To use cutlery at lunchtime. To write or copy their name.</p> <p>To develop upper arm and shoulders through indoor and outdoor activities.</p> <p>To button and unbutton.</p> <p>To begin tying laces and ribbons.</p> <p>To balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>have acquired; rolling, crawling, walking, jumping, running.</p> <p>To use scissors with increasing control.</p> <p>To develop core strength by crawling, climbing and pulling up.</p> <p>To thread confidently.</p> <p>To practice throwing and catching different balls.</p> <p>To move holding a ball.</p> <p>To direct a ball so that it goes the way they want it to go.</p> <p>To begin to know how to form letters correctly.</p>	<p>equipment and use with more control.</p> <p>To be able to link at least two movements together when performing a small range of skills.</p> <p>To hold a pencil correctly.</p> <p>To travel with confidence and skill around, under, over and through equipment.</p> <p>To balance on bikes.</p> <p>Learn how to travel in different ways, developing greater skills and confidence.</p> <p>Use core muscle strength to achieve good posture at the table.</p>	<p>To practice kicking the ball from a standing position to each other.</p> <p>To kick the ball as they move slowly.</p> <p>To stop a ball which is rolling towards them and retain their balance.</p> <p>To stop and then kick a ball.</p> <p>To use cutlery, tweezers and other small equipment to manipulate materials.</p> <p>To be able to control a fine paint brush to produce detailed paintings.</p>	<p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep.</p> <p>To run, throw and jump.</p> <p>To use a sequence of movements with some changes in level, direction or speed.</p>	
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	To draw or paint freely, in guided drawing and copying.					
End Points (ELG)	<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> <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>					

Reception Knowledge and Skills Progression Literacy

St Paul's CE Primary 	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<i>Literacy skills are taught throughout the year, through direct teaching sessions, such as phonics, practise reading and guided writing.</i>	<p>To know and link some phase two graphemes and phonemes.</p> <p>To be able to correctly form some phase 2 graphemes and say the phoneme to match.</p> <p>To begin to be able to blend CVC words.</p> <p>To begin to be able to write some labels, hearing and writing the initial sounds.</p>	<p>To know and link all phase two graphemes and phonemes.</p> <p>To be able to form all phase 2 graphemes and say the phonemes to match.</p> <p>To blend CVC words.</p> <p>To write CVC words.</p> <p>To write some short captions and labels using developing phonics knowledge.</p>	<p>To begin with support to innovate, invent and retell their own stories.</p> <p>To be able to form a simple sentence which includes some descriptive words.</p> <p>To be able to anticipate key events in stories.</p> <p>To be able to segment and write words with phase two</p>	<p>To know and use recently introduced vocabulary during discussions about stories, non-fiction texts, rhymes and poems during role play.</p> <p>To be able to segment and write words with phase 2 and some phase 3 graphemes.</p> <p>To be able to read and write some</p>	<p>To be able to identify rhyming and onomatopoeia words.</p> <p>To be able to orally retell/rewrite a simple story.</p> <p>To be able to write words containing phase 3 graphemes.</p> <p>To be able to read words of increasing length, including</p>	<p>To write simple sentences with increasing independence.</p> <p>To be able to read aloud simple sentences from books that are consistent with their phonic knowledge, including some common exception words.</p>

	<p>To begin to demonstrate understanding of what has been read to them by retelling stories and answering questions.</p> <p>To be able to sequence events from a story using a story mountain.</p>	<p>To begin to understand the structure of a sentence.</p> <p>To begin to attempt to write simple sentences.</p> <p>To use a grapheme mat with support when writing.</p> <p>To be able to retell a story orally using a story map.</p>	<p>and some phase 3 graphemes.</p> <p>To be able to read phase 2 tricky words.</p> <p>To be able to talk about characters, settings, authors, and illustrators.</p> <p>To be able to write recognisable letters, most of which are correctly formed.</p>	<p>phase 2 and phase 3 tricky words.</p> <p>To be able to form all phase 3 graphemes and say the phonemes to match.</p> <p>To start to be aware of sentence structure (capital letters, finger spaces and full stops).</p> <p>To read and write simple sentences with increasing independence.</p> <p>To be able to write a simple character description.</p>	<p>CVCC, CCVC and CCVCC words.</p> <p>To be able to read words consistent with their phonics knowledge.</p> <p>To use a grapheme mat to support their writing independently.</p> <p>To use a grapheme mat to support their writing independently.</p> <p>To be able to write sentences and continue to have an awareness of capital letters, full stops and finger spaces.</p> <p>To be able to use and understand more recently introduced vocabulary in discussions and in their play.</p>	<p>To be able to read words with increasing fluency.</p> <p>To be able to read phase 4 tricky words.</p> <p>To innovate, invent and retell their own stories.</p> <p>To be able to re-read what they have written to check that it makes sense.</p> <p>To be able to introduce narratives in their own writing.</p>
<p><i>End Points (ELG)</i></p>	<p>Comprehension 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.</p>					

<p>Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play.</p> <p>Word Reading</p> <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> <p>Writing</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> <p>Write simple phrases and sentences that can be read by others</p>
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Reception Knowledge and Skills Progression				Understanding the World		
St Paul's CE Primary	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
 <p><i>Understanding the World is taught throughout the year, through direct teaching sessions and through exploration in enhanced and continuous provision.</i></p>	<p>To be able to talk about members of their immediate family and community.</p> <p>To be able to name and describe people who are familiar to them.</p> <p>To be able to comment on images of familiar situations in the past, for example, birthday celebrations, using photos as a prompt.</p> <p>To recognise significant dates, e.g. their birthday.</p>	<p>To build up knowledge of key historical and cultural events through stories and community events - Bonfire Night, Remembrance Day, Harvest.</p> <p>To be aware of changes in nature that happen throughout the year (e.g. exploring the</p>	<p>To be able to explore changing states of matter (how water freezes, melts)</p> <p>To understand the effects of changing seasons: Autumn/Winter/Spring</p> <p>To be able to make observations of animals and explains why some things occur, and talk about change (nocturnal animals, hibernation)</p>	<p>To be able to recognise that people have different beliefs and celebrate different times in different ways e.g. Easter</p> <p>Through observations and exploration to be able to comment, ask and answer questions on why some things float and some sink.</p>	<p>To use some vocabulary to describe the characteristics of different places, e.g. hill, field, road, building.</p> <p>To know that places within this country and other countries can differ to another.</p>	<p>To understand the effects of changing seasons: Summer</p> <p>To recall special people in their own lives and understand that there are people in their wider communities who have done special things for others.</p> <p>To know how shadows are formed, through exploration and observations.</p>

	<p>To begin to recognise similarities and difference between the past and today, talking about past and present events in their own life and in the lives of family members.</p> <p>To be able to ask questions about the differences they can see in photographs or images (in stories) that represent the past.</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")</p>	<p>Autumn season, weather).</p> <p>To describe what they see, hear and feel whilst outside.</p> <p>To be able to talk about the roles of people who help us in our communities.</p> <p>To be able to comment on the features they see in their school grounds.</p> <p>To know that a map is a pictures of a place.</p> <p>To recognise features on maps.</p> <p>To be able to name their school and the place they live.</p> <p>To know some vocabulary to describe the characteristics of different places.</p>		<p>To understand the parts of the plant and their purpose.</p> <p>To be able to explain what a plant needs to grow.</p> <p>To be able to name the key people in the Royal Family.</p> <p>To understand that Kings and Queens are powerful people.</p> <p>To be able to find and name familiar features on maps.</p> <p>To be able to follow instructions on a simple map and know some vocabulary to describe directions, e.g. near, far, next to, close to, behind.</p> <p>To create real or imaginary maps.</p>	<p>To know some similarities and differences between the natural world around them and a contrasting environment</p> <p>To express their likes and dislikes about a specific place and its features and begin to explain their reasoning.</p> <p>To know that dinosaurs are extinct and lived on planet Earth over 60 million years ago.</p> <p>To know that we know dinosaurs existed from the discovery of their fossilised bones.</p>	
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<p>End Points (ELG)</p>	<p>Past and Present 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.</p> <p>People, Culture and Communities 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.</p> <p>The Natural World 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>
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Reception Knowledge and Skills Progression		Expressive Arts and Design				
St Paul's CE Primary	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><i>EAD is taught in specific sessions and explored independently in areas of continuous and enhanced provision</i></p>	<p>To be able to weave using a variety of materials, such as paper, string, ribbon.</p> <p>To be able to thread beads, cereals onto strings, straws.</p> <p>To be able to recognise the difference between loud and quiet sounds and play on percussion instruments.</p>	<p>To be able to know the types of vegetables that can be used to make a 'vegetable soup'. To explore the textures, colours, smells, taste of the vegetables used.</p> <p>To be able to use a range of tools to chop and peel the vegetables.</p>	<p>To be able to model clay effectively to create an animal shape and use modelling tools to add detail and textures to the clay.</p> <p>To explore pastel colours and shades and how to blend paint colours together.</p>	<p>To be able to use charcoals and pastels to produce observational drawings with close attention to detail.</p> <p>To be able to control a fine paint brush to create detailed observational paintings.</p>	<p>To be able to explore and use a range of mark making techniques to produce a landscape painting.</p> <p>To be able to select appropriate junk materials to create a</p>	<p>To be able to use modelling materials such as plasticine to create a model independently with detailed features, using appropriate modelling tools. To be able to talk about their models, explaining the process they have gone through to make them.</p> <p>To be able to move freely to music interpreting the musical phrasing through</p>

	<p>To be able to identify facial features and draw an image of themselves using pastels.</p> <p>To be able to listen and respond to music, interpreting what they hear through painting.</p> <p>To be able to act out stories in role-play following a narrative, e.g. current text.</p>	<p>To be able to accompany a simple song playing a steady beat on a percussion instrument.</p> <p>To be able to produce a leaf rubbing and prints using textiles.</p>	<p>To be able to know and sing a range of songs, including nursery rhymes, action songs and themed songs.</p>	<p>To know how to join paper/card using a range of resources, such as paper fasteners, staples, hole punch and ribbon/string, paper clips, treasury tags.</p> <p>To be able to recognise fast and slow sounds and play them on percussions instruments.</p> <p>To be able to invent and adapt stories, acting out in role-play with peers.</p>	<p>large scale model. To know how to join the materials effectively.</p> <p>To be able to perform a song with actions and instrumental accompaniment.</p>	<p>movement and using props such as streamers and ribbons to emphasize the interpretation.</p>
<p><i>End Points (ELG)</i></p>	<p>Creating with Materials 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>Being Imaginative and Expressive 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>					