



EYFS Progression of Skills - Reception 2025-2026

'The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes **teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.**

This document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning, prime and specific. It is closely linked to the Curriculum Mapping document which identifies projects, vocabulary and knowledge learning from Nursery through to Year 1.

Teachers in Reception will use this document to plan Project Learning Overviews which identify, more specifically, the content of the project learning and what children at the expected standard will know. Parents are provided with overviews of learning each term.

Communication and Language

ELG Listening, Attention and Understanding

- 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 their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking

- 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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/directions.	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures.	To retell a story. To follow a story without pictures of props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth interactions.
Speaking	To talk in front of a small group.	To answer questions in front of a whole class.	To develop confidence to talk	To share their work with others.	To link statements and stick to a main theme.	To talk to a range of adults around the school.

	To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning.	To use new vocabulary throughout their learning and play.	to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.	To use new vocabulary in a range of contexts. To engage in non-fiction books.	To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.	To talk about why things happen, To talk in sentences using a range of tenses.
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Personal, Social and Emotional Development

ELG Self - Regulation

- 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.

ELG Managing Self

- 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.

ELG Building Relationships

- 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.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Circle time to share news. My family and PSED focus on what am I good at? Being kind and making friends Emotions activities based on our class story- The Colour Monster	Be able to refer to emotions after our work on them during our class story- The Colour Monster	All whole class learning will increase gradually. Instructions will involve 2 or 3 part instructions throughout daily tasks such as tidy up time.	Adult to intervention and model/talk children through right choices and how they can manage their feelings. Individual children to use 5 point scale where necessary.	Continued- Adult to intervention and model/talk children through right choices and how they can manage their feelings. Individual children to use 5 point scale where necessary.	Whole class learning will be similar to that of when they transfer into Year One. Children will work in small groups, independently (where they can) to complete tasks.
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Self-Regulation	<p>To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.</p>	<p>To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations.</p>	<p>To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.</p>	<p>To manage their feelings and emotions. e.g. stop, take a deep breath, count to 10 and talk about the problem and their feelings. To continue to consider the needs and feelings of others.</p>	<p>To continue to learn how to manage and control their emotions using a range of techniques e.g. stop, count to 10, take a deep breath and talk about the problem and their feelings.</p>	<p>To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.</p>
Managing Self	<p>To independently be able to - Use the toilet</p>	<p>To have confidence to try new activities.</p>	<p>To begin to show resilience and perseverance</p>	<p>To identify and name healthy foods.</p>	<p>To show a good level of independence in</p>	<p>To show a 'can do' attitude to change and transition.</p>

	<ul style="list-style-type: none"> - Wash hands - Put coat on - Change shoes into wellington boots <p>To explore the Reception environment. To begin to understand the rules of a classroom as well as whole school rules- Be Ready, Be Safe, Be Respectful.</p>	<p>To develop ability to follow the rules of the classroom as well as whole school rules- Be Ready, Be Safe, Be Respectful. Introduction to Learning Muscles.</p>	<p>when faced with a challenge. To independently manage to fasten a zipper on a coat. To independently manage to fasten button. To become more familiar with Learning Muscles.</p>	<p>To understand the importance of healthy food choices. To continue to become familiar with learning muscles and begin to use the language themselves.</p>	<p>their ability to manage their own basic needs. To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support. To continue to become familiar with learning muscles and begin to use the language themselves.</p>	<p>To continue to become familiar with learning muscles and begin to use the language themselves.</p>
Building Relationships	<p>To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.</p>	<p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.</p>	<p>To begin to work as a group with support from adults. To take turns during group work and when playing games together.</p>	<p>To listen to the ideas of others. To find solutions to disagreements, with support from adults.</p>	<p>To develop relationships with other adults around the school – to support transition. To communicate with a range of people within school.</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To have developed strong friendships.</p>

Physical Development

ELG Gross Motor Skills

- 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.

ELG Fine Motor Skills

- 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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Squiggle while you Wiggle/ Locomotion-	Locomotion- Jumping	Gymnastics- High, Low, Over, Under	Ball Skills- Feet 1	Ball Skills, bats, balls and	Games- understanding / NUFC

	Walking				balloons/ Eagles	
Gross Motor Skills	To move safely within a given space. To stop safely.	To run, change direction and stop on a given signal.	To demonstrate control over their body when moving around the hall.	To throw and catch with a partner. To roll and track a ball.	To play by rules given and develop co-ordination. To learn to play as a team.	To play by rules given and develop co-ordination. To learn to play as a team.

	<p>To develop control when using basic equipment e.g. scissors, pencil, glue, paint brush etc.</p> <p>To move in time to a piece of music, following the rhythm and use counting to help keep in time.</p> <p>To copy and create actions in time to a piece of music.</p> <p>To communicate ideas through movement, demonstrating confidence and imagination.</p>	<p>To jump, hop, balance and move in a variety of ways with increasing control.</p>	<p>To create short sequences using shapes, balances and travelling movements.</p> <p>To developing rocking and rolling.</p> <p>To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.</p>	<p>To dribble a ball using hands and then feet.</p> <p>To develop accuracy when throwing to a target.</p>	<p>To learn to play against an opponent.</p> <p>To follow instructions safely and carefully when playing team games.</p>	<p>To continue to learn to play against an opponent.</p> <p>To continue to follow instructions safely and carefully when playing team games.</p>
<p>Fine Motor Skills</p>	<p>To use a dominant hand.</p> <p>To mark make using shapes.</p> <p>To begin to use a tripod grip when using mark making tools. To thread large beads.</p> <p>To use large pegs.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To use tweezers to transfer objects.</p> <p>To make points in playdoh by pinching.</p> <p>To begin to hold a knife and fork correctly. To begin to write their name.</p> <p>To begin using the correct letter formation.</p>	<p>To hold a knife and fork correctly.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight or zig zagged line.</p> <p>To use a tripod grip when mark making.</p> <p>To continue to learn writing their name.</p> <p>To continue to write taught letters using correct letter formation.</p>	<p>To continue to use a tripod grip for mark making.</p> <p>To thread with small beads.</p> <p>To use small pegs.</p> <p>To write taught letters using correct letter formation.</p>	<p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of the letters formed.</p>	<p>To hold scissors safely and correctly and cut out various materials.</p> <p>To paint using thinner brushes.</p> <p>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p>	<p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes, materials and resources with skill and accuracy.</p> <p>To independently use a knife and fork for all appropriate meals.</p>

Literacy

ELG 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.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

ELG Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- 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.

ELG Writing

- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	Here We Are The Colour Monster	Little Red Hen	Handa's Surprise Super TATO	The Bee Book (non-fiction)	The Very Hungry Caterpillar	The Dot The Little Boat- by Patrick Benson
	Other related texts- Elmer Owl Babies Ruby's Worry Meesha Makes Friends Ravi's Roar Tilda Tries Again The See Saw	Other related texts- A Tree for all Seasons Weather (Jill McDonald) Christmas- Christmas Story Nativity	Other related texts- We all went of safari We're going on a lion hunt The Colour of Us Non Fiction Life of an African Girl- You Tube	Other related texts- Norman the Slug with the Silly Shell The Hungry Caterpillar The Bad-Tempered Ladybird Aghh Spider! The Rainbow Fish Sharing a Shell	Other related texts/ animations- Life cycle of a Butterfly- book and You Tube video. Animation of TVHC	Other related Texts: Commotion in The Ocean Starlight Sailor The Whale's Song Puffin Peter Pirate School Non- Fiction Seashore Oceans Sharks
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Comprehension	<p>To use pictures to tell stories.</p> <p>To listen to stories read and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p>	<p>To sequence familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories read to them.</p> <p>To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</p>	<p>To role play and act out stories they have heard.</p> <p>To begin to understand the sequence of a story, identifying the beginning, middle and end.</p>	<p>To begin to predict what might happen next in a story.</p> <p>To suggest what might happen at the end of a story.</p> <p>To retell a story they have heard.</p> <p>To follow a story without pictures of props.</p> <p>To identify and talk about the characters in books they are enjoying listening to or reading.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p>	<p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question.</p>
Word Reading	<p>To recognise their written name.</p> <p>To recognise taught Set 1 sounds – see RWI.</p>	<p>To recognise and read all Set 1 sounds and blend sounds - see RWI</p>	<p>To recognise and read all Set 1 sounds.</p> <p>Blend sounds to read words; read short ditties.- see RWI</p>	<p>To recognise and read all Set 1 and some Set 2 sounds.</p> <p>Read red story books. – See RWI</p>	<p>To recognise and read all Set 1 and Set 2 sounds.</p> <p>Read green story books; read some set 2 sounds. – See RWI</p>	<p>To recognise and read all Set 1 and Set 2 sounds in words.</p> <p>Read green or purple story books. -See RWI</p>

	To begin to orally blend sounds in short words e.g. cat, dog.	To blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds.	To read captions and sentences using taught sounds.	To read captions and sentences using taught sounds.	To begin to read longer captions and sentences using taught sounds.	To begin to read longer captions and sentences using taught sounds.
	Children will sing the alphabet song periodically (at least 3 times a week) so that they are exposed to letter names as well as letter sounds.					
Writing	To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words. To begin to write their name.	To write their name. To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds.	To form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including special friends. To spell some red words correctly. To continue to write captions using taught sounds.	To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full stops. To spell words using taught sounds, including special friends.	To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence. To begin to read their written work back and check for meaning.	To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop. To begin to read their written work back and check for meaning.

Mathematics

ELG Number

- 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.

ELG Numerical Patterns

- 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.

Shape, Space and Measure – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

Mastering Number	Week 1- Comparison, Week 2- Subitising Week 3, composition Week 4- Subitising Week 5- Counting, ordinality and cardinality Week 6- Counting, ordinality and cardinality Week 7- Comparison Week 8- Composition Week 9- Composition Week 10- Counting, ordinality and cardinality Week 11- Subitising Week 12- Counting, ordinality and cardinality Shape, Space and Measure	Week 13- Composition Week 14- Composition Week 15- Comparison Week 16- Counting, ordinality and cardinality Week 17- Comparison Week 18- Composition Week 19- Composition Week 20- Composition Week 21- Counting, ordinality and cardinality Shape, Space and Measure	Week 22- Subitising Week 23- Composition Week 24- Composition Week 25- Comparison Week 26- subitising on a rekenrek- review and assess Week 27- Understanding of numbers to 10 - review and assess Week 28- Automatic recall Week 29- Patterns within numbers to 10- review and assess Week 30- Counting- review and assess Week 31- Comparison- review and assess Shape, Space and Measure
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Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.		To recognise numbers 6-10. To begin to subitise to 10. To find one more of numbers to 10. To find one less of numbers to 10. To explore the composition of numbers to 10. To match the written numeral to a quantity to 10. To continue to recall addition facts that make 5 and identify the subtraction facts. To estimate a number of objects. To practise pairs of numbers that make 10. To begin to learn double facts.		To recognise numbers to 20. To revise pairs of numbers which equal 5. To continue to practise recalling pairs of numbers that make 10.	To know addition and subtraction facts to 10. To recall double facts to 10. To explore how to make numbers above ten using tens and ones.

<p>Numerical Patterns</p>	<p>To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10.</p>	<p>To count to 15. To count given objects up to 10. To order numbers to 10. To compare quantities to 10.</p>	<p>To understand the difference between odd and even numbers to 10. To combine two groups of objects by counting all of them together.</p>	<p>To add two given quantities to find the total. To subtract a one digit from another one digit number. To count to 20.</p>	<p>To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers.</p>
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	<p>To count backward from 5 to 0 and then 10 to 0.</p> <p>To order numbers to 5.</p>	<p>To find the missing number from a number line.</p>	<p>To take objects away and count how many are left.</p>	<p>To order numbers to 20.</p> <p>To double numbers up to 10.</p>	<p>To find half of numbers up to 10.</p> <p>To share quantities equally.</p> <p>To combine groups of 2, 5 and 10s.</p>
<p>Shape, Space and Measure</p>	<p>To sort objects against given criteria.</p> <p>To compare capacity, length, height and size.</p> <p>To complete a repeating pattern of 2 objects or colours.</p> <p>To recognise and name circle, square, rectangle and triangle.</p> <p>To begin to explore the properties of 2D shapes.</p> <p>To make shape pictures.</p> <p>To order days of the week.</p> <p>To sequence daily event using words related time.</p>		<p>To measure height using cubes.</p> <p>To measure length using cubes.</p> <p>To begin to recognise times on the clock to o'clock.</p> <p>To begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder.</p> <p>To begin to explore the properties of 3D shapes.</p> <p>To complete a repeating pattern with more than 2 variables of objects or colours.</p>		

Understanding the World

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.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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

- 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.

Technology – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision.

	Amazing Me!	Seasons and Celebrations	Our Body-things we can do to keep healthy	Mini Beasts	Come Outside	Down at the Farm Seaside Fun!
Kapow	Exploring Maps	Exploring Maps	Outdoor Adventures	Outdoor Adventures	Around the World	Around the World
	Me and My Family. Draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction.	The Christmas Story- read stories, watch animation Perform Nativity	<ul style="list-style-type: none"> • Use Handa's Surprise to explore a different country- Africa Map work exploring-comparing. Vegetable tasting Fruit tasting What is a healthy balanced diet? How to look after our mind as well as our body (mental health day) 	Mini beasts and their habitat Life cycle of a butterfly Life cycle of a frog	Planting sunflower seeds. The weather The seasons	The Seaside- now and then Floating and Sinking- making boats. Visit to tynemouth and the Aquarium
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Past and Present	To be able to identify how they have changed from when they were a baby. baby pictures	To talk about the lives of the people around us and their roles in society. (circle time , nurse Wendy visit) To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class.	To know about the past through settings, characters and events encountered in books read in class and storytelling (Handa's Surprise Supertato)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling (mini beasts , science week , inspirational people , life cycle of a caterpillar)		To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling (The seaside- then and now)
People, Culture and Communities	To be able to talk about their own lives –my home, my community, my family, my school, my world. To recognise similarities and differences between themselves and their peers.	To know about people who help us within the local community. To know that other children do not always enjoy the same things. To identify different celebrations and how people celebrate.	To talk about Chinese New Year.	To know that Christians celebrate Easter.	To know that simple symbols are used to identify features on a map. (where I live-make your own map , google maps)	

	To know the name of the town where they live.	To talk about how Hindus celebrate Diwali. To know the Christmas story and how it is celebrated.				
The Natural World	To talk about a simple map and draw information from it. To describe what they can see, hear, smell and feel when they are outside. (phase 1 phonics in first weeks) To know features of their own immediate environment. (where I live) To identify and recognise the features of Autumn. (daily morning talk)	To identify and recognise the features of Winter. To know there are many countries around the world. (looking at the map of the world, specifically Africa)	To identify and recognise the features of Spring. To know there are many countries around the world.	To know and compare habitats. (mini beasts)	To identify and recognise the features of Summer. To know about the features of the world – forests, rainforests, jungles, deserts and oceans (seaside)	
Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.	To learn about e-safety. To draw pictures on the IWB and iPad and be able to select colours. To use the iPad to take pictures. (Christmas calendar)	To continue use the iPad to take pictures. To draw pictures on the IWB and iPad be able to select colours. To begin to play simple games on the iPad and IWB.	To use the IWB, changing games and programmes. To play simple games on the iPad and IWB.	To explore how the Beebots work. To play simple games on the iPad and IWB.	To give reasons why we need to stay safe online. To play simple games on the iPad and IWB.

Expressive Arts and Design

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.

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.

Charanga	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and replay
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	<p>To name colours.</p> <p>To create simple representations of people and objects.</p> <p>To explore different techniques for joining materials.</p> <p>To draw and colour with pencils and crayons.</p> <p>To experiment with colouring mixing.</p> <p>To use colours for a particular purpose.</p> <p>To explore the work by the artists Picasso and Kandinsky</p> <p>To design and make a felt stocking.</p>		<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore a range of materials.</p> <p>To continue to explore joining techniques for a range of materials.</p> <p>To use collage materials and different textures to create puppets.</p> <p>To use some cooking techniques – Easter nests and pancakes.</p>		<p>To use materials to explore sculpture.</p> <p>To explore the work by the artists Andy Goldsworthy (natural art) and Guiseppe Arcimboldo (fruit artwork).</p> <p>To be able to identify texture, shape and colour.</p> <p>To experiment with printing techniques.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p> <p>To design and make models with a purpose.</p>	
Being Imaginative and Expressive Including Charanga-music.	<p>To experiment with different instruments and their sounds. (provision)</p> <p>To talk about whether they like/dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes, songs and resources to act out the Nativity.</p>		<p>To join in with whole school singing assemblies.</p> <p>To create musical patterns using un-tuned instruments.</p> <p>To move in time to music and learn dance routines.</p> <p>To act out well-known stories.</p>		<p>To join in with whole school singing assemblies.</p> <p>To create own compositions using xylophones.</p>	

In Reception, children will be learning to-

See themselves as a valuable individual.

Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them.

Build constructive and respectful relationships.

Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary.

Express their feelings and consider the feelings of others.

Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage talk about feelings and their opinions.

Show resilience and perseverance in the face of challenge.

Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them.

Identify and moderate their own feelings socially and emotionally.

Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. 34 Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.

Think about the perspectives of others.

Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with

challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.

Manage their own needs.

Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables

