



Knowledge and skills progression map. To be used alongside Long term plans for all topics.

Advent 1 - Children in reception will be working towards to stay on track to meet the Early Learning Goals

C&L	PSED	PD	Lit	Maths	UW	EA&D
<p>I can listen to and join in with songs, rhymes stories and associated actions</p> <p>I talk in full sentences of at least 4 - 6 words, sometimes supported.</p> <p>I can offer my own ideas one to one or in groups.</p> <p>I retell the main points of my favourite stories</p> <p>I can answer where, when, how and why questions,</p>	<p>I can use basic vocabulary (happy, sad) to identify and explain my emotions.</p> <p>I can show a developing understanding of classroom rules and routines.</p> <p>I can listen to and complete basic 2 part instructions given by my teachers and ask for help from familiar adults when I need it.</p> <p>I can make independent choices in the learning environment sometimes with support. I can share and take turns..</p> <p>I make good choices to keep me safe.</p>	<p>I can use one handed tools safely. I can select what I need in the environment.</p> <p>I can choose which tools will give the best result.</p> <p>I can cut using scissors with growing control</p> <p>I can explore different ways of moving, including jumping, hopping and skipping</p> <p>I can go to the toilet independently, wash my hands, and dry them.</p> <p>I can hold a pencil to begin to write.</p>	<p>I can recognise my name and write it.</p> <p>I can orally blend and segment.</p> <p>I can draw pictures to represent my ideas.</p> <p>I can recognise all set 1 sounds</p>	<p>I can count objects, actions, and sounds from 1-3</p> <p>I can subitise numbers 1-3.</p> <p>I can link the quantity to the cardinal number it represents.</p> <p>I can use jottings to represent numbers to 3.</p> <p>I can sort objects in different ways and explain my sorting with support.</p> <p>I can sort quantities into groups which are the same, different and equal.</p>	<p>I can talk about people I know in my life</p> <p>I can talk about significant figures from the past including the Queen and Florence Nightingale</p> <p>I can compare the lives of other people in the past with my life now.</p> <p>I can compare my school environment with my home environment.</p> <p>I can talk about key features in my local environment</p>	<p>I can draw a self-portrait.</p> <p>I can create a collage using scissors, glue and colours effectively.</p> <p>I can name all of the colours and use them for a purpose.</p> <p>I can explain what my creation is.</p> <p>I can act out my own narratives with others, based on my everyday experiences through role play or small world.</p> <p>I learn to sing simple songs from memory, with the support of an adult</p>



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Advent 2 - Children in reception will be working towards to stay on track to meet the Early Learning Goals

CLL	PSED	PD	Lit	Maths	UW	EA
I can retell known stories in my own words, with some support	I can use more complex vocabulary to identify emotions and feelings in stories.	I can use a pen, pencil, scissors or paintbrush to follow along / trace a line / shape	I can name the first 16 sounds taught through the Read Write Inc scheme.	I can count forwards and backwards to 5.	I can talk about how my local environment is the same / different from the environment in stories.	I can create patterns using shapes and colours.
I can offer my own ideas and recall experiences using new words I've learnt.	I Know and follow classroom rules and routines. I can show an increasing awareness and understanding of the feelings of others.	I can form identifiable letters, and know the rhymes to support this.	I Can read words in word time 1.1 - 1.6	I can use the language of equal to when two groups are the same.	I can make simple maps with the use of stories	I can mix colours and create different shades.
I can create stories with support.	I can complete two-part instructions given to me by my teacher without reminders.	I can show coordination when demonstrating gross motor movements.	I can begin to make simple CVC words	I can say what will be one more than a given number up to 5 using concrete objects and a number line.	I can talk about different religions / cultures; how they are similar and different from my own	I can say what my creation is and talk about it with support.
I can use puppets to retell stories	I can make independent choices in the learning environment and help tidy up	I can explore different ways of moving and using equipment.	I can read red ditty books that match my phonic phase, sometimes with support.	I can say what will be one more than a given number up to 5 by counting aloud.	I can talk about the seasons and how these change the environment throughout the year- Autumn	I can retell known stories using props and puppets.
I talk in full sentences using past and present tenses accurately.	I can continue an activity until completion.	I can balance on 1 leg. And can hold a position for 10 seconds.	I attempt to form letter shapes matched to sounds, with support.	I can use five frames.	I notice changes in the weather patterns as autumn moves into winter	I can sing new songs once they've been taught to me
		I can get dressed and undressed independently.		I can say what will be one less than a given number up to 5 by counting aloud.		I use instruments to Keep a beat and play increasingly complex patterns
				I can use earlier than/ later than/ before and after and sequence events.		I can play a role in the nativity play



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Lent 1- Children in reception will be working towards to stay on track to meet the Early Learning Goals

CLL	PSED	PD	Lit	Maths	UW	EA
<p>I can recall key facts from nonfiction texts we've been reading, with support</p> <p>I can make up my own simple stories following a simple beginning, middle, end structure.</p> <p>I am beginning to offer simple explanations and opinions using new words I've learnt</p> <p>I can transfer vocabulary learned through reading in my play</p>	<p>I can talk about the feelings of others and begin to show an understanding of why they might feel that way.</p> <p>I can set myself challenges.</p> <p>I can follow more complex instructions given to me by my teacher.</p> <p>I know when I get frustrated and can manage my feelings appropriately.</p> <p>I can work with my friends to complete a project when I play.</p>	<p>I can hold scissors correctly to help me make things.</p> <p>I can form identifiable letters independently, sometimes sitting on a line.</p> <p>I can use the outdoor equipment to balance, jump and land, climb.</p> <p>I can combine different movements in a sequence e.g. climb, jump, roll</p>	<p>I can name all set 1 sounds and some set 2 sounds.</p> <p>I can read word time 1.7 words</p> <p>I can read red band books that match my phonic knowledge sometimes with support.</p> <p>I can begin to label drawings and write a simple phrase.</p> <p>I can form some recognisable letters matched to sounds.</p>	<p>I know that a number can be made up of two smaller numbers.</p> <p>I can arrange compositions of number bonds to 5 in different ways.</p> <p>I can begin to show a knowledge of number bonds by heart.</p> <p>I can count, represent and compare objects up to 8.</p> <p>I can link the quantity to the cardinal number it represents.</p> <p>I can count forwards and backwards to 8 sometimes using a number track with support.</p> <p>I can use a ten frame.</p>	<p>I can draw / paint / collage / make models following my interests.</p> <p>I can describe changes in water as it freezes and melts</p> <p>I can talk about different countries and explain similarities and differences between our own.</p> <p>I can talk about the past in contrast to the present using pictures, characters and stories.</p> <p>I can talk about the seasons and how these change the environment throughout the year-</p> <p>Winter</p>	<p>I can create prints using a variety of techniques.</p> <p>I can use my observation to draw in more detail.</p> <p>I can talk about my creation and say what I like about it.</p> <p>I have a repertoire of songs which I can sing from memory</p> <p>I can move rhythmically to music</p> <p>I am beginning to make up my own stories using props and puppets</p>



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Lent 2 - Children in reception will be working towards to stay on track to meet the Early Learning Goals

CLL	PSED	PD	Lit	Maths	UW	EA
<p>I can retell known stories in greater detail, without support</p> <p>I can explain and express opinions using new words I've learnt.</p> <p>I can tell my own stories including increasing detail.</p> <p>I can talk about my favourite stories in detail.</p> <p>I can select books to read during S.Q.I.R.T time based on my own interests</p>	<p>I can talk about my feelings in detail.</p> <p>I can complete challenges I have set for myself and set by an adult with support.</p> <p>I can adapt and refine my thinking and actions when I encounter a problem in my play.</p> <p>I know that God made me and loves me.</p> <p>I join in with prayers and make the sign of the cross.</p>	<p>I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support.</p> <p>I can form identifiable letters independently, on a line, with growing proportion.</p> <p>I can throw and catch with a partner.</p> <p>I can kick a ball and receive it with a partner.</p> <p>I can balance a beanbag on my head</p> <p>I can balance using the outdoor equipment</p>	<p>I can read all set 1 and some set 2 sounds.</p> <p>I can read words in word time 1.1 - 1.7</p> <p>can spell words from word time 1.1 - 1.7 with modelled support</p> <p>I can begin to read and spell cvc words containing set 2 special friends</p> <p>I can read red band books that match my phonic phase, sometimes with support.</p> <p>I can write simple sentences sometimes with support</p>	<p>I can combine two groups to find the whole. I can arrange compositions of number bonds to 10 in different ways using a tens frame.</p> <p>I am beginning to learn some number bonds to ten with support. I can partition numbers to 10 in a part whole model sometimes with support.</p> <p>I can recognise and name some basic 2-D and 3-D shapes.</p> <p>I can describe a shape using terms such as 'sides, corners, flat, solid etc....' I can compose and decompose 3-D shapes to see the 2-D shapes inside.</p>	<p>I can draw / paint / collage/ make models of animals that I've observed or researched found in books</p> <p>I can describe changes in chocolate as it melts-Easter Eggs</p> <p>I can observe and draw pictures of how seeds/plants grow and how they adapt to the environment</p> <p>I can talk about the seasons and how these change the environment throughout the year- Spring</p> <p>I can talk about people with different beliefs to my own</p>	<p>I can mix materials to create different textures.</p> <p>I can mix techniques to create different textures.</p> <p>I can explain my creative choices.</p> <p>I make up my own stories with props and puppets, using language which has been influenced by reading</p> <p>I can make models using loose parts and create storylines</p>



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Pentecost 1 - Children in reception will be working towards to stay on track to meet the Early Learning Goals

CLL	PSED	PD	Lit	Maths	UW	EA
<p>I can recall key facts from nonfiction texts we've been reading</p> <p>I can ask questions to find out more</p> <p>I can use talk about the past, using new words I've learnt</p> <p>I speak in longer sentences joined by conjunctions following a spoken model.</p> <p>I am confident to share my ideas with larger groups</p>	<p>I can continue an activity with sustained concentration.</p> <p>I can complete challenges I have set for myself and set by an adult.</p> <p>I understand when I am frustrated and know how to regulate my emotions</p>	<p>I can use scissors to cut a variety of materials to independently support my model making / artwork.</p> <p>I can form some capital letters matched to lower case letters that I know, with some support.</p> <p>I can play group games which involve ball skills and control of large-scale movements.</p> <p>I can talk about the factors that support my health and wellbeing (RSHE)</p> <p>I can work with others to use the large construction in the environment</p>	<p>I can read all set 1 and some set 2 sounds.</p> <p>I can write a sequence of simple sentences using any taught digraphs / trigraphs (when guided)</p> <p>I can form most letters correctly.</p> <p>I can retrieve information from text.</p> <p>I can explain what words mean.</p> <p>I can form interpretations from text.</p>	<p>I can create my own AB patterns.</p> <p>I can repeat more complex patterns e.g., AABB, ABB, AABBB.</p> <p>I can count on from a given number up to 10.</p> <p>I can count back from a given number up to 10 using a number line.</p> <p>I can count aloud counting on from a given number up to 10.</p> <p>I can count aloud counting back from a given number up to 10.</p> <p>I can count forwards and backwards to 20.</p> <p>I can use ten frames to make numbers to 10</p>	<p>I can show how different religions / cultures are similar and different from my own</p> <p>I can talk about some similarities and differences between the natural world in the park and a contrasting environment like in Handas Surprise.</p> <p>I can say which animals live in different environments and how they adapt to those environments.</p> <p>I can name the seven continents.</p>	<p>I can recognise the way patterns are made in different cultures.</p> <p>I can use patterns to inspire my own work.</p> <p>I can say how I could improve my work.</p> <p>I can make my own instrument to make a sound.</p> <p>I can make more detailed models in the workshop.</p>



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Pentecost 2 - Children in reception will be working towards to stay on track to meet the Early Learning Goals

CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I can ask questions and explain what I understand by the answers.</p> <p>I can use talk to plan ahead using new words I've learnt.</p> <p>I speak in longer sentences joined by conjunctions.</p> <p>The stories I make up include aspects of story language</p> <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>ELG Achieved</p>	<p>I can use a tripod grip to form all letters (lower and upper case).</p> <p>I can travel with confidence and skill, negotiating space independently.</p> <p>I can independently use a range of large and small apparatus indoors and outside.</p> <p>I can understand the importance of exercise and healthy eating.</p>	<p>I can confidently read all set 1 and set 2 sounds.</p> <p>I can spell CVC, CVVC words as well as some words containing set 2 special friends.</p> <p>I can read green band books that match my phonic knowledge sometimes with support.</p> <p>I can write a sequence of simple sentences using any taught digraphs / trigraphs.</p>	<p>I know that doubling means twice as many.</p> <p>I can double a given number using concrete objects and jottings.</p> <p>I can recall some doubling facts up to 10 sometimes with support.</p> <p>I can share a given quantity into two equal groups.</p> <p>I can halve a whole number by sorting it into two equal groups.</p> <p>I can represent my understanding of doubling, halving and sharing in different ways.</p>	<p>I can talk about how my local environment is the same / different from the environment in stories</p> <p>I can use maps and plans to design my own garden.</p> <p>I can draw / paint / collage plants that I've observed or researched</p> <p>I can say which plants live in different environments and how they adapt to those environments</p> <p>I can talk about differences and similarities of the seaside from present day to Victorian times.</p>	<p>I can design and make my own sculpture.</p> <p>I can explain the creative choices of others.</p> <p>I can talk about how different types of music make me feel</p> <p>I can perform by singing and dancing</p> <p>I can create transient art using shells and other loose parts in the sand.</p>



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				<p>I know that when a group can't be shared equally, it is odd.</p> <p>I know that when a group can be shared equally, it is even.</p> <p>I can compare length, weight and capacity.</p> <p>I can describe length using shorter than, it is longer than, it is equal to.</p> <p>I can describe weight, using heavier than, it is lighter than, it is equal to.</p> <p>I can describe distance Far, further, furthest</p> <p>I can describe capacity</p>	<p>I can talk about the seasons and how these change the environment throughout the year- Summer</p>	
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