



Early Years Foundation Stage (Reception)- Progression for learning

	Autumn	Spring	Summer	Early Learning Goals
Visits and Experiences	<ul style="list-style-type: none"> Snow Dome (Santa's Grotto) - Christmas topic St Michael's Church 	<ul style="list-style-type: none"> Smestow Valley trail Living Eggs (chick hatching in school) St Michael's Church 	<ul style="list-style-type: none"> Sea Life Centre – under the sea topic St Michaels Church visit Cranmer Methodist Church 	
		Personal, Social and Emotional Development		
Building Relationships	<ul style="list-style-type: none"> To access the home corner and play with other children To talk happily to a group of children I know To learn other children's names To talk about yourself and your family to an adult and other children To complete a family profile To talk about good decisions and bad decisions To know when their birthday is and to find out other people's birthday To talk about what makes them special and find out what makes other people special To share with some encouragement To get along with adults and children To take part in Friendship Friday 	<ul style="list-style-type: none"> To access Fun at The Fun role play area and play cooperatively and take turns with other children Work with partners when appropriate Work in larger groups to complete a shared goal To talk about their relationships with other children e.g. who is their best friend? 	<ul style="list-style-type: none"> To access the underwater role play area and use it appropriately, monitoring the number of people allowed in the area independently To share independently To work with different groups of children 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Managing Self	<ul style="list-style-type: none"> To understand what is right and wrong To understand the school rules To use Mini Me's to complete tasks with support To choose their own activities during child-led play To get changed for PE with some support To use the toilet independently To understand the traffic light system Become familiar with the school timetable using the visual timetable with support 	<ul style="list-style-type: none"> To know that there are processes involved in growing up To complete a food diary To be able to get changed for P.E independently To respond to verbal feedback and correct mistakes in their work To follow the school rules most of the time To know what comes next on our school timetable To make choices during free-play To sort healthy and unhealthy food options 	<ul style="list-style-type: none"> To show increasing independence with their learning – completing mini me tasks independently To choose their own activities and resources needed for different activities e.g. counters for the maths area To understand when something is right or wrong and explain why 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Self-Regulation	<ul style="list-style-type: none"> To talk about likes and dislikes To discuss our Black History Month figure To talk about different religious celebrations To understand that all people are different but can expect to be treated the same To talk about the feelings of characters from a story To concentrate on a task To follow instructions 	<ul style="list-style-type: none"> To talk about the feelings of characters from a story and explain why they might be feeling that way To concentrate on a task until it is complete To know how to manage their feelings 	<ul style="list-style-type: none"> To talk about the feelings of characters from a story and explain why they might be feeling that way and relate the feelings to their own experiences To know how to manage feelings and give some explanation as to why they could be feeling that way To talk about how things might be different in Year 1 	<ul style="list-style-type: none"> 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.
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Communication and Language				
Listening, Attention and Understanding	<ul style="list-style-type: none"> To listen to and follow an instruction To begin to demonstrate active listening skills during class discussions for a short period of time To answer questions about different activities they are doing or have completed Be able to express a point of view and to debate when they disagree with an adult or a friend e.g., when discussing good/bad decisions To enjoy listening to longer stories and remember much of what happens. 	<ul style="list-style-type: none"> To listen to and follow instructions with multiple steps To understand 'why' questions e.g. Why is Mr McGregor angry? To participate in class discussions speaking in full sentences with support 	<ul style="list-style-type: none"> To listen to and follow instructions even when engaged in play To consistently demonstrate good active listening skills (sitting comfortably on the carpet with good posture, making good eye contact and looking in the direction of the speaker, making relevant comments and asking relevant questions) 	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	<ul style="list-style-type: none"> To learn new vocabulary related to topics being taught. Children can explain what given words mean. Develop social phrases as part of the routines of the day e.g. Good morning, How are you today? Engage in story times 	<ul style="list-style-type: none"> Children to speak in complete sentences in their everyday talk Children can ask simple questions to clarify their understanding of the topic being taught. Connect one idea or action to another using a range of connectives (and, so, because) e.g. The Hungry Caterpillar linked to outdoor learning. 'There are holes in this leaf so a hungry caterpillar must have eaten it.' To use new vocabulary throughout the day. Children can use the new vocabulary they have been taught, in the correct context, as part of their day. 	<ul style="list-style-type: none"> To ask 'why' questions To articulate their ideas and thoughts in well-formed sentences Describe events in some detail using sequencing words use the new vocabulary they have been taught, in different contexts. 	<ul style="list-style-type: none"> 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.
Physical Development				
Gross Motor Skills	<ul style="list-style-type: none"> To engage in Calm Brain Fundamentals of movement <ul style="list-style-type: none"> To participate in throwing and catching games To begin to negotiate space safely To show some coordination To show some ability to balance Dance- Val Sabin Unit 1 and 2 <ul style="list-style-type: none"> To be aware of the space around them and move safely about the room Recognise and make simple shapes with their bodies Travel safely in a variety of ways on different body parts Recognise repeated sounds and sound patterns and match movements to music Move on different levels and in different directions Recognise and use changes of speed <ul style="list-style-type: none"> To use our outdoor equipment: planks, crates and tyres 	<ul style="list-style-type: none"> To explain why we use CalmBrain and how it helps us Start to Play and Active Play <ul style="list-style-type: none"> To use different body parts to balance To follow instructions by listening carefully To be aware of space and what is around you To travel in different directions To apply skills To co-ordinate arms and legs To be able to twist and turn using agility To be able to keep control of a ball using co-ordination To receive a ball with 2 hands Gymnastics- Val Sabin Units B and C <ul style="list-style-type: none"> To begin to move across equipment safely and carefully transferring work from the floor to apparatus To begin to jump off equipment safely To participate in basic floor gymnastics To travel and balance with control when holding stretched or curled shapes and on different body parts To stop and start on a given signal and share space safely To show an awareness of contrasts in level and speed To link two or more movements together <ul style="list-style-type: none"> To use our outdoor equipment: planks, crates and tyres, to create an obstacle course 	Athletics <ul style="list-style-type: none"> To be able to jump as far as you can using different jump types To be able to run at different speeds and in different directions To throw or roll at a target To participate in Sports day using above techniques Net/wall Games <ul style="list-style-type: none"> To travel with a ball To send a ball to a partner To receive a ball with 2 hands To send and receive a ball when playing against an opponent Striking and Fielding <ul style="list-style-type: none"> To send a ball to a target To hit a target consistently To send and receive To use different sending techniques 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills	<ul style="list-style-type: none"> To complete pencil control activity sheets To hold a pencil To thread simple shapes To use a paintbrush effectively To use their knife and fork during lunchtime To use cooking utensils when baking To use scissors correctly and safely 	<ul style="list-style-type: none"> To complete observational animal drawings To begin to write on lined paper controlling letter size To hold a range of mark making implements with a consistent grip 	<ul style="list-style-type: none"> To use the tripod grip when writing (for the majority of children) To show more detail and increasing accuracy in drawings 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Literacy				
Comprehension	<ul style="list-style-type: none"> To begin to understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. To enjoy longer stories and can remember some of what happens. To know many nursery rhymes 	<ul style="list-style-type: none"> Use new vocabulary through the day. children can answer who, where and when questions When reading to an adult or being read to by an adult, to be able to answer simple retrieval questions about the book. To retell a story in their own words. To sequence key events in a story using visual aids Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 	<ul style="list-style-type: none"> why and ‘how do you know’ questions: “I wonder why this jellyfish is so dangerous?” Re-read books to build up confidence in word reading, fluency and their understanding and enjoyment. Engage in extended conversations about stories, learning new vocabulary. To retell a story in their own words also making reference to any significant words and phrases e.g. run, run as fast as you can, you can't catch me I'm the Gingerbread Man. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently used vocabulary. Anticipate (where appropriate) key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word reading	<ul style="list-style-type: none"> To read all Set 1 single-letter sounds speedily To read Word Time 1.1 to 1.4 words with Fred Talk To begin to know set 1 special friends and begin to blend To reach at least RWINC Set 1 sounds group C 	<ul style="list-style-type: none"> To read all set 1 sounds including special friends To begin to read some identified set 2 sounds To read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) To reach RWInc ditty group (PCM or red ditty books) 	<ul style="list-style-type: none"> To be able to read all set 1 sounds including special friends and the set 2 sounds (ay, ee, igh, ow) To read 3 sound nonsense words with Fred Talk To read words up to word time 1.7 containing at least 4 sounds. (p39) To read green RWI Inc books To be able to read some red words as per the ‘green’ RWInc books To reach RWInc Green Group 	<ul style="list-style-type: none"> 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.
Writing	<ul style="list-style-type: none"> To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy Write all of their first name Write some letters accurately in line with their increasing phonic knowledge 	<ul style="list-style-type: none"> Begin to form most letters accurately Spell words by identifying the sounds Write short sentences or phrases with words with known letter-sound correspondences using a capital letter and full stop Label different things Write all of their first and second name 	<ul style="list-style-type: none"> Write a simple sequence of sentences or phrases To begin to use capital letters and full stops some of the time Re-read what they have written to check that it makes sense Write new key words they have learned through a topic or project 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Mathematics				

Number	<ul style="list-style-type: none">• To identify representations of numbers 1 -5• To match the number names to numerals to 5• To make and count their own collections of up to 5 objects• To subitise up to 5• To count forwards and backwards to 5• To form numbers to 5• To identify 1 more and 1 less than numbers to 5• To know the composition of numbers to 5• To represent numbers up to 5 on a 5 frame	<ul style="list-style-type: none">• Identify representations of 0 understand that this means there is nothing there.• Know that 0 is less than 1• Match the number names to numerals to 10• To make and count their own collections of up to 10 objects• To subitise up to 10• To count forwards and backwards to 10• To form numbers to 10• To know the number bonds to 10• To identify 1 more and 1 less than numbers to 10• To know the composition of numbers to 10• To represent numbers up to 10 on a 10 frame• To begin by comparing 2 quantities and progress to ordering 3 or more quantities	<ul style="list-style-type: none">• To match the number names to numerals to 20• To make and count their own collections of up to 20 objects• To form numbers to 20• To identify 1 more and 1 less than numbers to 20• To know the composition of numbers to 20• Represent numbers up to 20 on 10 frames and rekenreks	<ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number.• Subitise (recognise quantities without counting) up to 5.• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	<ul style="list-style-type: none">• To match objects which are the same• To identify one object from a set which is different and explain why it is different (odd one out)• To sort collections of objects into sets based on different criteria (e.g. colour, size, shape)• To know that a collection of objects can be sorted in more than one way• To suggest their own criteria for sorting collections of objects• To compare the size of a set by amount, capacity and mass.• To copy, continue and create their own repeating patterns.	<ul style="list-style-type: none">• To find and make pairs• To Combine 2 groups to find out how many we have altogether• To Know the part whole-model for numbers up to 10• To Explore possible number outcomes e.g. Jack rolled 2 dice and scored 10, what numbers could he have rolled on each dice?	<ul style="list-style-type: none">• To count forwards and backwards to 20• To collect up to 30 items• To know doubles to 5• To know odd and even numbers	<ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system.• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• 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	<ul style="list-style-type: none">• To know the properties of a circle, triangle, square and rectangle and identify them in the real world• To know and use positional language (into....., next to....., on the, under....., over, through it)• To order key events in their daily routine and talk about it using 'time language'• To recognise day and night• To sequence days of the week• To create their own repeating pattern	<ul style="list-style-type: none">• To compare mass looking at heavy and light• To compare capacity looking at full, half full and empty• To use language to describe length and height, e.g. the tree is tall• To use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower)• To make indirect comparisons using objects such as blocks or cubes to measure items• To measure time using timers, e.g. how many star jumps can you do in 60 seconds?• To explore and manipulate 3D shapes learning their names• To know some similarities and differences between 3D shapes and 2D shapes	<ul style="list-style-type: none">• To match shapes to shape outlines• To separate and combine different shapes to make new shapes• To make different arrangements and rotate shapes to build tangrams	<ul style="list-style-type: none">• To complete extended problem solving• To continue and create a widening range of repeating patterns and symmetrical constructions• To understand that maps and plans represent places and use these to see where things are in relations to other things
Understanding the World				

People, Culture and Communities	<ul style="list-style-type: none"> To know that some people come from different countries and explain some similarities and differences between England and another country To get to know the school environment To know some Christian celebrations To know some different religious celebrations (Diwali, Christmas, Weddings, Baptism) To participate in the Nativity play To retell the Nativity story To identify a key artist from history: Giuseppe Arcimboldo 	<ul style="list-style-type: none"> To know some stories from the bible To explore our local area To know our school is on 'Lower Street' in 'Tettenhall' in the city of 'Wolverhampton' To identify a key artist from history: Kindinsky To know some similarities and differences between England and Zambia To participate in a traditional Zambian activity e.g., dancing 	<ul style="list-style-type: none"> To draw a simple map of school and the grounds (to identify where the Golden Underpants were found) To know there are different religions and different places of worship To visit 2 different places of worship 	<ul style="list-style-type: none"> 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.
The Natural World	<ul style="list-style-type: none"> To know that we are in Autumn and after Winter it will be Spring To participate in Forest School Days To explore the Autumn tuff tray and make observations To explore the outdoor area and make observations 	<ul style="list-style-type: none"> To complete an observational drawing of a chick and explain some of the features in the drawing – e.g. the chicks beak helps it to eat it's food To make their own perfume using flowers To complete a Spring Hunt checklist To build their own insect habitat To talk about how they used the Natural environment and explain the process they used during Forest school – e.g. I printed a flower to make a picture To explain how fire can change states of matter e.g. the fire cooked the dough which turned it into bread To observe changes in seasons and weather 	<ul style="list-style-type: none"> To complete an observational drawing of a fish and explain some of the features in the drawing – e.g. this is the gills and they help the fish to breathe To talk about the underwater environment and why it is different to the land 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Past and Present	<ul style="list-style-type: none"> To identify differences in photographs from the present and the past To know some of the technologies we use in the present: camera, IWB To know some of the technologies that were used in the past: old style cameras - identify black and white photos from the past 	<ul style="list-style-type: none"> To know some of the technologies we use in the present: Beebots, computer keyboards, laptops, internet To use digital cameras to take pictures of learning 	<ul style="list-style-type: none"> To know some of the technologies we use in the present: iPads, music player, headphones To listen to fairy tales using a music player To learn about famous pirates throughout history 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and story-telling.
Expressive Art and Design				
Creating with materials	<ul style="list-style-type: none"> Complete a self-portrait using paint To create their own art inspired by Giuseppe Arcimboldo and talk about the process they used e.g. fruit To make Diwali lamps To create firework art using paint To complete a self-portrait using the natural environment in our outdoor area To participate in cooking lessons, following instructions and using equipment safely 	<ul style="list-style-type: none"> To complete observational animal drawings To use clay to make frogs on a Lilypad To develop rhythm during music lessons with external agency To create a junk model of a woodland scene 	<ul style="list-style-type: none"> To create pictures using flowers during Forest School To create resistance paintings To make their own printing tools with cardboard and string to create prints on different materials 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories.

Being imaginative and expressive	<ul style="list-style-type: none">• To participate in the Nativity play• To engage in music worship, learning the words to key hymns• To re-enact stories with support from the class teacher• To use the tuff tray or story area to re-tell stories• To access the outdoor music area	<ul style="list-style-type: none">• To participate in music lessons with external agency• To re-enact stories with support from the class teacher using some key phrases or words from the story• To use Kandinsky's music lab to create different sounds and music sequences on the iPads or laptops• To use the outdoor music area with increasing rhythm	<ul style="list-style-type: none">• To re-enact stories independently using some key phrases or words from the story• To learn and perform a Pirate's Sea Shanty	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.
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