

Reception Progression of Skills

Autumn	Spring	Summer
PSED		
<ul style="list-style-type: none"> ● I am more confident with unfamiliar people, in the safe context of my setting. ● I show confidence in new social situations. ● I can negotiate my way through simple social problems when playing with my friends and suggest different ideas. ● I can respectfully stand up for myself. ● I can talk with others to resolve conflicts. ● I can understand how others feel. ● I can tell you things I am good at and why people like me. ● I can persevere when something challenges me and I don't get too upset when things don't work out. ● I can consider other people's feelings when making a choice. ● I can express my own feelings. 	<ul style="list-style-type: none"> ● I know that I am a valuable individual. ● I can build constructive and respectful relationships. ● I can express my own feelings and consider the feelings of others. ● I don't always give up when I face a challenge. ● I am beginning to moderate my own feelings. ● I can think about the perspectives. ● I am managing my personal hygiene needs with less adult help. ● I am learning what I need to do to look after my health and wellbeing. 	<ul style="list-style-type: none"> ● I can regulate my behaviour in response to my own feelings and the feelings of others. ● I can plan and work towards my own goals. ● I can wait for what I want. ● I can focus on what the teacher is saying. ● I can give appropriate responses. ● I can follow instructions with several steps. ● I show independence, resilience and perseverance. ● I can explain why we have rules and how they impact my behaviour. ● I can manage my own needs. ● I know about and can make healthy food choices.
Physical Development		
<ul style="list-style-type: none"> ● I can balance; standing on one leg, hopping etc. ● I can hold my body in a pose. ● I can choose the most appropriate way to move; crawling across a plank rather than running etc. ● I can use one handed tools successfully and safely (pencils, paintbrushes, scissors, knives and forks etc) 	<ul style="list-style-type: none"> ● I am beginning to refine the movements I can do. ● I am developing control and grace in my movements. ● I am developing my body strength, co-ordination, balance and agility. ● I am developing my fine motor skills to use a range of tools. ● I have developed a good posture for sitting. ● I can complete a sequence of movement with ease and fluency. ● I am able to use a range of apparatus. 	<ul style="list-style-type: none"> ● I can move around objects, making sure that I and my friends are safe. ● I can show strength, balance and co-ordination when playing. ● I move energetically in a range of ways. ● I can hold a pencil effectively, most often using the tripod grip. ● I can use small tools including scissors, paintbrushes and cutlery. ● I draw carefully and accurately.

<ul style="list-style-type: none"> ● I can control a ball in a range of different ways; throwing, catching, dribbling, passing, batting, aiming. ● I can talk about more healthy choices in my life; sleep, screen time, safe relationships, road safety etc. 	<ul style="list-style-type: none"> ● I am refining my ball skills. ● I am developing an effective pencil grip and writing style. ● I am developing the skills to follow the routines of the school day. 	
Communication		
<ul style="list-style-type: none"> ● I can listen to longer stories and remember the majority of what has happened. ● I understand 'why' questions. ● I can express my point of view and I can debate when I agree or disagree with my friends or grown ups using words as well as actions. ● I can start a conversation and continue it by taking turns to talk. ● I can use talk to organise myself and my play, "Let's go on a bus...you sit there...I'll be the driver." ● I can use new vocabulary. ● I can articulate my ideas and thoughts. ● I can listen carefully to songs and rhymes paying attention to how they might sound. ● I know some rhymes, poems and songs. ● I use some social phrases (Good morning, how are you?) etc. ● I look and talk about non-fiction books. 	<ul style="list-style-type: none"> ● I can listen and understand why listening is important. ● I can learn and use new vocabulary when talking. ● I will begin to ask questions. ● I can articulate my ideas and thoughts in sentences. ● I can describe events. ● I can use talk to organise my learning. ● I can use social phrases. ● I engage in story time. ● I can talk about stories I have read to build understanding. ● I can re-tell familiar stories. ● I can use new vocabulary in different contexts. ● I can listen to and learn rhymes and songs. ● I can talk about non-fiction to develop a familiarity with new vocabulary and knowledge. 	<ul style="list-style-type: none"> ● In whole class discussions and when being read to, I listen to what I hear and respond with questions, comments or actions. ● I can make comments about what I have heard. ● I can ask questions to check my understanding. ● I can hold conversations with my teachers and my friends. ● I can offer my own ideas to discussions using new vocabulary. ● I can explain why things might happen. ● I can express ideas and feelings about my experiences using full sentences. ● I can use past, present and future tenses and conjunctions in sentences with some modelling from my teacher.
Literacy		

<ul style="list-style-type: none"> ● I can hold detailed conversations about stories, using and learning new vocabulary. ● I can use my knowledge of print and letters to begin early writing (lists, names etc). ● I can read individual letters, saying the correct phoneme for each. ● I can orally blend sounds to say simple words. ● I can recognise graphemes then blend the sounds to read simple words. 	<ul style="list-style-type: none"> ● I can recognise graphemes then blend the sounds to read simple words. ● I can read some common exception words. ● I am learning to read simple phrases and sentences. ● I am able to read books including the phonemes I know. ● I am beginning to form letters correctly. ● I can spell words using the sound I know. ● I am working towards writing simple sentences with the sounds I know. ● I am practising reading back what I have written. 	<ul style="list-style-type: none"> ● I can re-tell stories and narratives using my own words and new vocabulary. ● I can anticipate events in stories. ● I can use and show that I understand recently introduced vocabulary when discussing stories, non-fiction, rhymes and poems and during role-play. ● I can say a sound for each letter in the alphabet and 10 or more digraphs. ● I can read words by blending. ● I can read simple sentences and books with the words I know and some tricky words. ● I can write letters, forming most of them correctly. ● I can spell words by identifying the sounds in them and writing letters or groups of letters to represent them, ● I can write simple phrases or sentences that others can read.
<p style="text-align: center;">Mathematics</p>		
<ul style="list-style-type: none"> ● I can compare sizes, weights, lengths etc using gesture and language (big/little/small, high/low, tall/short, heavy/light etc). ● I can solve real life mathematical problems with numbers to 5 (Mum, Dad and Jenny sit at the table for tea, how many plates do they need? ● I can talk about and enjoy exploring 2D and 3D shapes. I use informal and mathematical language to name and describe them (circle, rectangle, corners, edges, sides etc). 	<ul style="list-style-type: none"> ● I can count objects, actions and sounds. ● I am starting to subitise amounts. ● I am able to link number symbols (numeral) to their cardinal number values. ● I can count beyond 10. ● I can compare numbers. ● I am able to understand the 'one more than/one less than' relationship between consecutive numbers. ● I can explore the composition of numbers to 10. ● I can select, rotate and manipulate shapes. 	<ul style="list-style-type: none"> ● I understand numbers to 10. ● I can subitise to 5. ● I can automatically recall number bonds to 5 and some to 10. ● I can count beyond 20, recognising number system patterns. ● I can compare quantities to 10 in different contexts. ● I can recognise when quantities are greater than, less than or the same as another. ● I can explore and represent patterns within numbers to 10. ● I can recognise evens and odds. ● I can say double facts.

<ul style="list-style-type: none"> ● I select appropriate shapes based on their properties (using flat shapes to build with, using a triangular prism for a roof etc). ● 	<ul style="list-style-type: none"> ● I can continue and create repeating patterns. ● I can compare length. ● I can compare weight. ● I can compare capacity. 	<ul style="list-style-type: none"> ● I can distribute quantities equally.
Understanding The World		
<ul style="list-style-type: none"> ● I can talk about members of my family. ● I can talk about my community. ● I can name and talk about people that I know. ● I can talk about pictures from the past. ● I can explore the natural world around me. ● I can describe what I see, hear and feel whilst outside. ● 	<ul style="list-style-type: none"> ● I can draw information from a map. ● I can explore collections of materials with similar or different properties. ● I can talk about the differences between materials and changes I notice. ● I know how to plant a seed and how to care for a plant. ● I know the key features of a life cycle of a plant or animal. ● I am beginning to understand why and how we care for the natural world and living things. ● I know that people have different beliefs and I know that they celebrate special times in different ways. ● I recognise some environments that are different from the one in which I live. ● I understand how the seasons change the world around me. 	<ul style="list-style-type: none"> ● I can talk about the people I know and their roles. ● I know some similarities and differences between things in the past and now, using books to help me. ● I can understand the past with the help of books read in class. ● I can talk about my immediate environment. ● I know some similarities and differences between religious and cultural communities. ● I can explain some differences between life in this country and other countries. ● I can explore the natural world, making observations and drawings of what I see. ● I know about contrasting environments. ● I know about seasonal changes. ● I know about changes to states of matter.
Expressive Arts and Design		

<ul style="list-style-type: none"> ● I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. ● I make imaginative and complex small worlds with blocks and construction kits, such as a city with small bricks or a park etc. ● I explore different materials freely so I can decide how to use them and what to make. ● I can draw with increasing complexity and detail, for example drawing a circle and including details for a face. ● I use drawing to represent ideas like movement or loud noises. ● I draw different emotions in my drawings such as happiness, sadness, fear etc. ● I can sing the pitch if a tone sung by another person (pitch match). ● I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> ● I can create with my friends, sharing resources. ● I can return to, and add on to previous learning. ● I can listen and move to music. ● I can watch and talk about dance and performance. ● I can sing in a group or on my own. ● I can develop storylines in my play. 	<ul style="list-style-type: none"> ● I can use and explore different materials, tools and techniques. ● I can experiment with colour, design, texture, form and function. ● I can share my creations and talk about how I have made them. ● I can use props and materials when I am role-playing. ● I can create and recount narratives when my teacher helps me. ● I can sing nursery rhymes and songs. ● I can perform songs, rhymes, poems and stories with others. ● I can move in time to music.
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