Brisbane Park Infant School
Reception Skills and Progression Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Let's Celebrate	Once Upon A time·/ Hey Diddle Diddle	Once upon a time	The World Around Us	The Great Outdoors
Enhancements	Pumpkin patch	Local area walk	PSHE visitors people who help us	Animal visit	Greenland's Farm	St Paul's Wood
Celebrations/ Special Events	Harvest Halloween Scarecrow festival	Bonfire Night Diwali Hannukah Christmas Children In Need	Pancake Day Safer Internet Day Chinese New Year	Mother's Day Easter World Book Day Red Nose Day	Father's Day St George's Day	Carnival Dane Ghyll festival Teddy bears picnic
Core Books	Each Peach Pear Plum Hairy McClairy Hungry Caterpillar Dear Zoo Brown Bear Jasper's Beanstalk You Choose We're Going on a Bear Hunt Come On Daisy Hug Where's Spot Colour Monster Colour Monster Goes to School Starting School		Farmer Duck Goodnight Moon The Gruffalo Owl Babies Rosie's Walk Sssh Goldilocks Red Riding Hood Gingerbread Man Jack and the Beanstalk		Handa's Surprise Mr Gumpy's Outing Mrs Armitage on Wheels On the Way Home Six Dinner Sid Whatever Next! Seren's Seasons Mabel's Magical Garden Non fiction Hungry Caterpillar Scarecrow's Wedding	

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Communication & Language Listening, Attention, Understanding Speaking	-Learn rules for Super sitting at carpet time -Listen to stories and poems -Listen to others in small groups -Respond to simple instructions Throughout the year children will: • Learn to speak with confidence during circle/carpet times/assembly • Learn to listen and respond appropriately with relevant comments, questions or actions • Use appropriate story language to re-enact/re-tell simple and familiar stories • Learn new vocabulary relating to topics and use in role play /tasks and activities • Share personal interests and recall experiences with adults and peers in a range of situations 1-1/paired/small group/ larger group and whole class situations e.g.-through Show and Tell, Circle Time					
Literacy Word Recognition	Recognise own name Identify initial sounds To develop foundations of a handwriting style which is fast, accurate and efficient.	Write initial sounds in words. Hears phonemes and write in simple words. Write labels of personal experiences and people.	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating alternate aspect e.g. character, settings, object.	To write captions Rhyming, Nursery Rhymes. Compose a sentence orally. Progress assessment, to describe a picture using a caption.	To check written work by reading and make changes where necessary. To use phonic knowledge to write their spoken words.	To check written work by reading and make changes where necessary. Some words are spelt correctly and others ae phonetically plausible.
Writing	To tell and adult what I have drawn or painted. To Funky Finger activities	To write some identifiable letters to communicate meaning. Label a picture of Santa	Hears and write phonemes in simple words. Lists and list poetry.		To write a simple sentence and say it back. To write simple sentences and phrases that can be read by others.	To begin to sequence two sentences, sometimes using a capital letter and full stop. Progress writing- retell a story.
Word Reading	Phase 2 Little Wandle	Phase 2 Little Wandle	Phase 3 Little Wandle	Phase 3 Little Wandle	Phase 4 Little Wandle	Phase 4 Little Wandle

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Comprehension	Understand why questions Anticipate where appropriate key events in stories· Listen to and talk about stories to build up a familiarity and understanding· Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play· Take part in simple pretend play using an object to represent something else even though they are not similar· Engage in story times· (ongoing)	Understand why questions Anticipate where appropriate key events in stories· Listen to and talk about stories to build up a familiarity and understanding· Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play· Take part in simple pretend play using an object to represent something else even though they are not similar· Engage in story times· Enjoy listening to longer stories and remember much of what happens· 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· Begin to develop complex stories using small world equipment like animal sets, dolls, and doll houses· Make use of props, when role playing characters· (Ongoing)	Ongoing Poems and Rhymes, listen attentively and respond to what they hear with relevant comments, questions and actions when being read to and during whole class discussions and small group interactions· Engage in story times, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play· Sing a large repertoire of songs· Learn rhymes, poems and songs, to develop story lines in their pretend play, engage in extended conversations about stories learning new vocabulary and use throughout the day·	Ongoing Perform songs, rhymes, poems and stories with others and try to move in time to music· Nursery rhymes, know many rhymes, be able to talk about familiar books and be able to tell a long story, remember and sing entire songs, sing the melodic shape, moving melody such as up and down and down and up with familiar songs· Sing in a group or on their own, increasingly matching the pitch and following the melody·	Ongoing Engage in non-fiction books· Listen to and talk about selected non-fiction, to develop a deep familiarity and new knowledge and vocabulary· Compare and contrast characters from stories, including figures from the past· Retell the story, once they have developed a deep familiarity with the text, soma as exact repetition and some in their own words·	Ongoing Use new vocabulary in different contexts, listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary· Compare and contrast characters from stories including figures from the past· Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate·

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Maths						
Number	Getting To Know You	It's me 1,2,3	Alive in 5	Building 9 and 10	To 20 and beyond	Sharing and grouping
Numerical Patterns	Match, sort and compare	1,2,3,4,5	Growing 6,7,8		How many now?	Consolidation
Shape, Space, Measure	Talk about Measure and Patterns	Circles and triangles	Mass and Capacity	Explore 3D shapes	Manipulate, compose and decompose	Visualise and build
		Shapes with 4 sides	Length, height and time			Make Connections

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Understanding the World People, Cultures & Communities The Natural World Past & Present	People and communities· Studying our families and ourselves (utw, pp) Family tree sound and taste of objects/food (Sci) Show and tell about a special item from home Discuss their own cultures e·g· christenings, birthdays, weddings Identify what we could do as babies compared to now(RE/Sci) Identify and name parts of the body(Sci) Use senses to describe touch, feeling, smell·(Sci) Autumn changes (utw/nw/ Sci/G) Leaf study (utw/nw/Sci) Map of the playground(G) Aerial photographs (utw/pcc)(G) Notice differences between features of the school(G) Autumn walk compare(Sci/G) Visitors from the local community_PCSO, nurse, vicar etc, Jigsaw RE What makes people Special?	Talk about past and present in our own lives(H) Halloween Bonfire night(H) Fire safety Bubbling magic potions (Sci) Harvest (H) Diwali-tasting foods and dressing up in traditional clothes (G/H) Hannukah Christmas(RE/G) discuss festival of light experiment with colour and light using torches investigate how to make shadows(Sci) Jigsaw RE What is Christmas?	Winter looking at seasonal changes(Sci/G) Studying frost patterns How can we make ice? How can we melt ice the quickest? Changing states ice investigation (Sci) New year Chinese new year(G/H) Remember and talk about significant events in their own experience(H) Taste traditional foods, look at clothes, stories, chopsticks (G) Pancake day(H) Materials(Sci) Explore building materials which material will not blow down(Sci) Compare settings of stories with our local area red riding hood, three pigs(G) Look at features of old and new bears(H) Jigsaw RE How do people celebrate?	People of the past Jesus Easter-new life(RE/H) Growing The needs of a plant Bean in a bag The effects of exercise on our bodies (Sci) Drawing plants and flowers Seeds Sunflowers, beans Conditions for planting· What do seeds need to grow Seasonal changes spring (Sci/G) Jigsaw RE What is Easter?	Where do we live? Google earth/map of the U·K Coming to England and Ticket around the World story, looking at different environments, cultures, customs, food, clothing, weather , wildlife, ,compare and contrast (G/H) Jigsaw RE What can we learn from stories?	Show care and concern for living things and the environment(G) Talk about things they have observed Sort creatures by given criteria Observe different habitats Sort minibeasts (Sci) Discuss holidays(G) Find out about different features of holiday destinations and use comparative language hot, cold, Google earth(G) Holidays in the past (H) Punch and Judy Seaside (G) Jigsaw RE What makes places special?

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Personal· Social and Emotional Development	Class rules Golden rules People who help us Sharing toys Being kind	Bonfire rules Keeping safe in the dark Christmas Being a good friend Listening to others Feelings and emotions	Road safety Green cross code Keeping safe on holiday Taking care of ourselves Know our actions can affect others	Keeping healthy Drinking water Being confident in different situations and with different adults Talking about own self, want, needs and opinion	Talk about ways to sort out disagreements Negotiate and solve problems / conflict Looking after others and our environment Transition - talking about new class / teacher What to do if unsure / upset
Building Relationships	Building Relationships Build constructive and respectful relationships·		Building Relationships Think about the perspectives of others· Managing Self - Manage their own needs		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
Managing Self	Managing Self -Usually dry during the school day				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·
Self-Regulation	Self-regulation -See themselves as a valuable individual· -Express their feelings and consider the feelings of others·		Self-regulation -Show resilience and perseverance in the face of challenge· Identify and moderate their own feelings socially and emotionally		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
	JIGSAW PSHE Being me in my world	JIGSAW PSHE Celebrating Difference	JIGSAW PSHE Dreams and Goals	JIGSAW PSHE Healthy Me	JIGSAW PSHE Relationships JIGSAW PSHE Changing Me

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Physical Development _Gross Motor Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities· Manipulate objects Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip· Cooperation games i·e· parachute games· Climbing – outdoor equipment Different ways of moving to be explored with children Acknowledge and praise their efforts· Provide regular reminders about thorough handwashing and toileting· Little Wandle Handwriting	Threading, cutting, weaving, playdough, Fine Motor activities· Develop muscle tone to put pen pressure on paper tools to effect changes to materials· Show preference for dominant hand· Engage children in structured activities: guide them in what to draw, write or copy· Teach and model correct letter formation· Dance related activities· Wheeled resources for children to balance, sit or ride on, or pull and push· Two-wheeled balance bikes and pedal bikes· Little Wandle Handwriting	Threading, cutting, weaving, playdough, Fine Motor activities· Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely· Holding Small Items Button Clothing· Cutting with Scissors· Ball skills- aiming, dribbling, pushing, throwing, kicking &catching, Dance - moving to music Gymnastics· Balance Little Wandle Handwriting	Threading, cutting, weaving, playdough, Fine Motor activities· Hold pencil effectively with comfortable grip· Forms recognisable letters most correctly formed· Balance- children moving with confidence dance related activities Provide opportunities for children to, spin rock, tilt, fall, slide and bounce· Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle· Little Wandle Handwriting	Threading, cutting, weaving, playdough, fine motor activities· Develop pencil grip and letter formation continually· Use one hand consistently for fine motor tasks· Cut along a straight line with scissors· Start to cut along a curved line, like a circle Obstacle activities children moving over, under, through and around equipment· Encourage children to be highly active and get out of breath, several times every day· Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce· Dance / moving to music Little Wandle Handwriting	Threading, cutting, weaving, playdough, fine motor activities· Form letters correctly· Copy a square· Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable· Build things with smaller linking blocks, such as Duplo or Lego· Races / team games involving gross motor movements Dance related activities· Gymnastics· Balance Little Wandle Handwriting

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Expressive Arts & Design Creating with Materials Being Imaginative & Expressive	Join in with songs· Beginning to mix colours· Join in with role play games and use resources available for props; build models using construction equipment· Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did· Provide opportunities to work together to develop and realise creative ideas· Sing call-and-response songs, so that children can echo phrases of songs you sing Exploring sounds and how they can be changed, tapping out of simple rhythms	Christmas card designs· Design and create Christmas photo frames· Listen to music and make their own dances in response· Leaf rubbings Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories· Clay diva lamps The Nativity – acting, learning the songs, instruments·	Chinese lanterns and dragons· Easter cards Puppet shows: Provide a wide range of props for play which encourage Imagination· Making masks Three Pigs houses, models, exploring properties of different materials Patterns / shapes in ice, recreating	Mothering Sunday cards Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e·g· creating animal masks· Water pictures, collage, shading by adding black or white, colour mixing, making passports· Colour mixing· Model using playdough/plasticine Role Play using storylines from traditional tales· Underwater pictures/collages Goldilocks song, sing, perform, and add percussion·	Printing, pattern Symmetrical butterflies Fruit kebabs, patterns, chopping, peeling Observational drawing, plants, animals Shading Watercolours Life cycles Andy Goldsworthy , art in nature Puppets, masks, costumes, retelling stories	Design bug houses Henri Matisse, collages, spirals, Observational drawing, plants ,animals Flowers using different techniques and effects Costumes for carnival Performing song / dance for carnival