

	<h2 style="color: #4F812E;">Reception – Areas woven through the curriculum</h2> <p style="color: #4F812E;">Supporting the unique child’s learning and development.</p>
<p><b>Characteristics of Effective Learning</b></p>	<p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p> <ul style="list-style-type: none"> <li>• Playing and Exploring: <i>the skill</i> – children investigate and experience things, and ‘have a go’.             <ul style="list-style-type: none"> <li>○ curiosity</li> <li>○ representing experiences</li> <li>○ taking risks</li> </ul> </li> <li>• Active Learning: <i>the will</i> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.             <ul style="list-style-type: none"> <li>○ persistence</li> <li>○ concentration</li> <li>○ sense of achievement</li> </ul> </li> <li>• Creating and Thinking Critically: <i>the thrill</i> – children have and develop their own ideas, make links between ideas and develop strategies for doing things.             <ul style="list-style-type: none"> <li>○ having own ideas</li> <li>○ making links</li> <li>○ reviewing</li> </ul> </li> </ul>
<p><b>Computing and ICT</b></p>	<p><b>Technology is used across the curriculum as a tool for enhancing learning in all the Areas of Learning and Development in the EYFS.</b></p> <p><u>Experiences will allow children to:</u></p> <ul style="list-style-type: none"> <li>• Understand that things can be done in different orders to achieve different outcomes.</li> <li>• Understand they can make choices, change things and repeat actions to affect an outcome.</li> <li>• Understand that the same action will get the same result.</li> <li>• Understand how to find answers to questions using ICT and sometimes record them.</li> <li>• Understand that real-world activities can be role played on a device.</li> <li>• Understand that a computer can be connected to other machines to form a network.</li> <li>• Understand that a computer and the internet can be used to find information.</li> <li>• Name, talk and answer questions about different technology that is used at home and school.</li> <li>• Use simple software to make something happen.</li> <li>• Make informed choices about the buttons and icons they press, touch or click on.</li> <li>• Begin to use the space bar to break letter strings into groups of letters, in line with Little Wandle Letters and Sounds.</li> </ul>

Reception Curriculum Progression Statements - All subjects



## Reception – Areas woven through the curriculum

Supporting the unique child's learning and development.

- Use the Back Space key to delete.
- Create shapes on a screen.
- Use technology to show their learning, e.g. by using simple IT programs to create pictures or to record their ideas and outcomes.



## Reception – Prime Areas

Building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.

Communication and Language

**Listening, Attention and Understanding** - Experiences will allow children to:

- Speak clearly with appropriate volume.
- Look at who is talking and who they are talking to.
- Look at someone who is speaking to them.
- Wait for a turn to speak, when working in a group.

**Speaking** - Experiences will allow children to:

- Begin to use gestures to support delivery meaning e.g., pointing.
- Practice new vocabulary in their interactions within a language rich environment.
- Speak in full sentences, including use of past, present and future tenses.
- **Join phrases within their sentences, with words such as ‘if, because, so, could, but’.**
- With modelling and support, use conjunctions in their speech.
- **Use ‘because’ to develop their ideas.**
- Make relevant contributions that match what has been asked.
- Ask questions to clarify their understanding.
- Describe events that have happened to them in detail.

Reception Curriculum Progression Statements - All subjects

Personal, Social and Emotional Development	<p><b>Self-Regulation</b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>• Confidently:           <ul style="list-style-type: none"> <li>○ Follow routines.</li> <li>○ Demonstrate awareness of boundaries.</li> <li>○ Co-operate with behavioural expectations.</li> <li>○ Follow instructions involving several ideas or actions.</li> </ul> </li> <li>• <b>Name and express their own feelings, such as sad, happy, cross, scared, and worried.</b> <ul style="list-style-type: none"> <li>○ Talk about how different feelings look in themselves and others.</li> <li>○ Show confidence in asking adults for help.</li> <li>○ Notice when others are feeling sad/happy etc. and act accordingly.</li> <li>○ Tell others about the things they want and need to help them.</li> <li>○ Solve problems without frustration.</li> </ul> </li> <li>• Talk openly about their own needs, wants, interests and opinions.           <ul style="list-style-type: none"> <li>○ Talk positively about themselves and others.</li> <li>○ Talk about things they have seen and done.</li> <li>○ Enjoy having some responsibility to do jobs/tasks.</li> </ul> </li> <li>• Explain their own knowledge and understanding and ask appropriate questions of others.</li> </ul>	<p><b>Managing Self</b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>• Understand and follow the rules:           <ul style="list-style-type: none"> <li>○ Play honestly and fairly within the rules.</li> <li>○ Understand why some behaviour is wrong.</li> <li>○ Understand that their behaviour affects others.</li> <li>○ Adjust their behaviour appropriately to different situations.</li> </ul> </li> <li>• Keep themselves safe when using technology devices:           <ul style="list-style-type: none"> <li>○ Know to check with an adult before using the internet.</li> <li>○ Use a safe part of the internet to play and learn.</li> <li>○ Know to tell an adult if something worrying or unexpected happens when using the internet.</li> <li>○ Talk about the amount of time they spend using a technology device.</li> </ul> </li> <li>• Know and talk about some of the different factors that support their overall health and wellbeing e.g., healthy eating.           <ul style="list-style-type: none"> <li>○ Follow basic food hygiene and safety processes with support.</li> <li>○ Talk about healthy and less healthy foods.</li> </ul> </li> <li>• Demonstrate independence, resilience and perseverance to develop new skills and movements.</li> <li>• Discuss problems and how they might be solved as they arise.</li> </ul>	<p><b>Building Relationships</b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>• Confidently separate from their main carer, to a familiar adult.</li> <li>• Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.           <ul style="list-style-type: none"> <li>○ Work cooperatively in a team, including and encouraging others.</li> <li>○ Use their skills in Communication and Language to communicate with others.</li> <li>○ Identify opinions that are different than their own.</li> <li>○ Negotiate and solve minor problems by listening to others.</li> <li>○ Initiate play, offering cues to peers to join them.</li> <li>○ Keep play going by responding to what others are saying or doing.</li> <li>○ React appropriately to other children's feelings and wishes.</li> <li>○ Initiate conversations, listening and responding to what others say, and asking questions.</li> </ul> </li> <li>• Demonstrate kindness and consideration towards their peers and adults.           <ul style="list-style-type: none"> <li>○ Demonstrate awareness that their words and actions can affect others.</li> <li>○ Be aware of others' needs and feelings.</li> </ul> </li> </ul>
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Reception Curriculum Progression Statements - All subjects  
Opportunities for increasing vocabulary shown in green.



## Reception – Prime Areas

Building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.

<b>Physical Development</b>	<p><b>Gross Motor</b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>• Sit correctly at a table.</li> <li>• Move to find a space.</li> <li>• Move freely using suitable spaces and speed or direction to avoid obstacles.</li> <li>• Demonstrate movement in a variety of ways developing coordination, control and grace in their movements.                             <ul style="list-style-type: none"> <li>○ Hold a balance.</li> <li>○ Coordinate their body to perform a range of movements.</li> </ul> </li> <li>• Further develop and refine their ball skills to include kicking, passing, batting and aiming.</li> </ul>			<p><b>Fine Motor</b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.                             <ul style="list-style-type: none"> <li>○ Hold a pencil comfortably and correctly, using the tripod grip.</li> <li>○ Use scissors correctly and safely to cut.</li> </ul> </li> <li>• Manipulate a range of malleable media such as clay, papier mache, salt dough.</li> <li>• Use a range of materials with care and precision.</li> <li>• Use cooking techniques such as: chopping, peeling, grating, mixing, spreading, and kneading.</li> <li>• Manipulate a needle and thread with a basic up and down movement.</li> </ul>			
	PE Coverage:						
		Autumn		Spring		Summer	
	Indoor	Dance	Apparatus- ABCs	Apparatus- ABCs	Dance	Multi skills	Apparatus- ABCs
Outdoor	Multi skills	Ball skills	Multi skills	Athletics	Athletics	Ball skills	



## Reception - Specific Areas

Through which the prime areas are strengthened and applied.

Literacy	<p><b>Comprehension</b> - Experiences will allow children to, in line with <u>Little Wandle Letters and Sounds:</u></p> <ul style="list-style-type: none"> <li>• Choose to read, selecting books of their own choice from the learning environment, including the school library.</li> <li>• Engage in conversation about books, stories or rhymes they have heard or independently read, using their own words and recently introduced vocabulary.</li> <li>• Take part actively in shared reading of a wide range of age-appropriate books:                             <ul style="list-style-type: none"> <li>○ Anticipate key events in familiar and unknown stories.</li> <li>○ Ask questions about familiar texts they have read or heard.</li> <li>○ Demonstrate understanding when talking about familiar texts they have read or heard.</li> </ul> </li> <li>• Engage in and develop age-appropriate play around familiar books, stories or rhymes:                             <ul style="list-style-type: none"> <li>○ Explore themes and characters from age-appropriate stories and rhymes through improvisation and role play.</li> <li>○ Talk about their improvisation and role play.</li> </ul> </li> </ul>	<p><b>Word reading</b> - Experiences will allow children to, in line with <u>Little Wandle Letters and Sounds:</u></p> <ul style="list-style-type: none"> <li>• Spot and suggest rhymes.</li> <li>• Count or clap syllables in a word.</li> <li>• Know the relevant GPCs.</li> <li>• Know the relevant tricky words.</li> <li>• Apply their phonic knowledge and skills to decode words.</li> <li>• Read and re-read accurately with fluency and confidence.</li> <li>• Blend accurately and speedily.</li> <li>• Read aloud phonically decodable books matched to their Little Wandle Letter and Sounds phase.</li> </ul>	<p><b>Writing</b> - Experiences will allow children to, in line with <u>Little Wandle Letters and Sounds:</u></p> <ul style="list-style-type: none"> <li>• Write their name.</li> <li>• Explore narrative through the use of story maps.</li> <li>• Compose a sentence orally before they write it.</li> <li>• Re-read sentences they have written to check they make sense.</li> <li>• Discuss what they have written with adults and peers.</li> <li>• <b>Know and use new vocabulary from books, stories and rhymes they have heard.</b></li> <li>• Understand a capital letter and full stop are used when writing a sentence.</li> <li>• Apply their phonic knowledge to their writing to:                             <ul style="list-style-type: none"> <li>○ Spell words containing the relevant GPCs by identifying the phonemes and then writing the corresponding grapheme.</li> <li>○ Spell the relevant tricky words in their writing.</li> </ul> </li> <li>• Write lower and upper-case letters which are formed in the correct direction and starting and finishing in the right place.</li> </ul>
	<p><b>Comprehension</b> - Experiences will allow children to, in line with <u>Little Wandle Letters and Sounds:</u></p> <ul style="list-style-type: none"> <li>• Choose to read, selecting books of their own choice from the learning environment, including the school library.</li> <li>• Engage in conversation about books, stories or rhymes they have heard or independently read, using their own words and recently introduced vocabulary.</li> <li>• Take part actively in shared reading of a wide range of age-appropriate books:                             <ul style="list-style-type: none"> <li>○ Anticipate key events in familiar and unknown stories.</li> <li>○ Ask questions about familiar texts they have read or heard.</li> <li>○ Demonstrate understanding when talking about familiar texts they have read or heard.</li> </ul> </li> <li>• Engage in and develop age-appropriate play around familiar books, stories or rhymes:                             <ul style="list-style-type: none"> <li>○ Explore themes and characters from age-appropriate stories and rhymes through improvisation and role play.</li> <li>○ Talk about their improvisation and role play.</li> </ul> </li> </ul>	<p><b>Word reading</b> - Experiences will allow children to, in line with <u>Little Wandle Letters and Sounds:</u></p> <ul style="list-style-type: none"> <li>• Spot and suggest rhymes.</li> <li>• Count or clap syllables in a word.</li> <li>• Know the relevant GPCs.</li> <li>• Know the relevant tricky words.</li> <li>• Apply their phonic knowledge and skills to decode words.</li> <li>• Read and re-read accurately with fluency and confidence.</li> <li>• Blend accurately and speedily.</li> <li>• Read aloud phonically decodable books matched to their Little Wandle Letter and Sounds phase.</li> </ul>	<p><b>Writing</b> - Experiences will allow children to, in line with <u>Little Wandle Letters and Sounds:</u></p> <ul style="list-style-type: none"> <li>• Write their name.</li> <li>• Explore narrative through the use of story maps.</li> <li>• Compose a sentence orally before they write it.</li> <li>• Re-read sentences they have written to check they make sense.</li> <li>• Discuss what they have written with adults and peers.</li> <li>• <b>Know and use new vocabulary from books, stories and rhymes they have heard.</b></li> <li>• Understand a capital letter and full stop are used when writing a sentence.</li> <li>• Apply their phonic knowledge to their writing to:                             <ul style="list-style-type: none"> <li>○ Spell words containing the relevant GPCs by identifying the phonemes and then writing the corresponding grapheme.</li> <li>○ Spell the relevant tricky words in their writing.</li> </ul> </li> <li>• Write lower and upper-case letters which are formed in the correct direction and starting and finishing in the right place.</li> </ul>



## Reception - Specific Areas

Through which the prime areas are strengthened and applied.

Mathematics	<p><u>Number</u> - experiences will allow children to:</p> <ul style="list-style-type: none"> <li>- <u>develop a deep understanding of <b>number to at least 10</b></u> <ul style="list-style-type: none"> <li>- <u>explore <b>counting to, across and beyond 20.</b></u></li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Recognise that numerals represent numbers.</li> <li>• Link the numeral with its cardinal number value.</li> <li>• Explore the composition of numbers.</li> <li>• Represent numbers in a range of ways such as using fingers, marks on paper or pictures.</li> <li>• Subitise:                             <ul style="list-style-type: none"> <li>○ amounts of objects in a regular pattern (such as on a dice)</li> <li>○ small amounts of objects in an irregular pattern.</li> </ul> </li> <li>• Understand that there are smaller numbers within a number.                             <ul style="list-style-type: none"> <li>○ Automatically recall number bonds for numbers 0–5 and some to 10, including subtraction facts.</li> <li>○ Explore and represent number facts within 10, including doubles and how numbers can be distributed equally.</li> </ul> </li> <li>• <b>Recognise the symbols +, - and = and relate them to some of the appropriate vocabulary.</b></li> <li>• Add and subtract a number from 10, including 0.</li> <li>• Solve real world problems with numbers up to 10.</li> <li>• Use non-standard measures to measure ingredients.</li> </ul>	<p><u>Number</u> - experiences will allow children to:</p> <ul style="list-style-type: none"> <li>- <u>develop a deep understanding of <b>number to at least 10</b></u> <ul style="list-style-type: none"> <li>- <u>explore <b>counting to, across and beyond 20.</b></u></li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Count forwards and backwards from a given number:                             <ul style="list-style-type: none"> <li>○ Recognise the pattern of the counting system, including when counting through multiples of 10.</li> <li>○ Say number names to count objects with 1:1 correspondence.</li> <li>○ Move or touch objects to count them with 1:1 correspondence.</li> <li>○ Count things that they cannot touch or see, such as a picture or sounds.</li> <li>○ <b>Use language associated with counting, such as ‘more’, ‘a lot’, ‘less’, ‘same’.</b></li> </ul> </li> <li>• Recognise the pattern of how number is represented by written numerals.</li> <li>• Link numerals and amounts, understanding the total amount.</li> <li>• Recognise in a range of contexts when one quantity is greater than, less than or the same as the other quantity.                             <ul style="list-style-type: none"> <li>○ <b>Use language such as ‘more than’, ‘fewer than’.</b></li> </ul> </li> <li>• Recognise, explore and represent patterns in numbers, including odds and evens.</li> <li>• Explore halving and doubling.</li> <li>• <b>Explore pictograms, block charts and tally charts that express familiar situations, in line with their understanding of number and position, and related vocabulary.</b></li> </ul>
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## Reception - Specific Areas

Through which the prime areas are strengthened and applied.

### Measure - Experiences will allow children to:

- Use comparative language such as 'longer(est)/shorter(est)', 'heavier(est)/lighter(est)' and 'empty(iest)/full(est)' to compare length, weight and capacity.
- Compare, estimate and predict to solve real-world problems related to length, weight and capacity.
- Investigate the relationship between size and number of units in line with their understanding of number, such as 'how many teaspoons fill up the cup/jug?'.

### Shape and Direction - Experiences will allow children to:

- Recognise and name some common 2D shapes such as squares, circles and triangles.
  - Select, rotate and manipulate shapes using spatial vocabulary such as 'on top of', 'up', 'down'.
  - Identify similarities between shapes using language such as 'sides', 'corners', 'straight', 'flat', 'round'
  - Investigate and explore shape properties such as curves, numbers of sides/corners (2D), faces/vertices (3D), equal sides, parallel sides, angle size.
  - Compose and decompose shapes to make new ones.
- Continue, copy and repeat patterns, using language such as 'first', 'then', 'next'.
- Describe a familiar route using language such as 'along', 'next to', 'over' and 'through'.
- Describe position using language such as 'on top of', 'up', 'down', 'in front of', 'behind' and 'next to'.



Reception Curriculum Progression Statements - All subjects

Understanding the World	<p><b>Past and Present</b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>○ Use images to order and sequence familiar events.</li> <li>○ <b>Describe a sequence of events, using language such as 'first', 'then', 'next', 'before', 'after', 'last'.</b></li> <li>○ <b>Understand and use some language related to time and dates, such as:</b> <ul style="list-style-type: none"> <li>○ <b>'morning', 'afternoon', 'yesterday', 'tomorrow'.</b></li> <li>○ <b>days of the week, weeks, months and years.</b></li> </ul> </li> <li>○ Explain what causes things to happen in their play.</li> <li>○ Know how some familiar things in stories or real-life are different in the past and present:           <ul style="list-style-type: none"> <li>○ Know that we can find out about the past in different ways.</li> <li>○ Ask simple questions about artefacts, pictures and documents.</li> <li>○ Give their opinion and answer simple questions about their reasons.</li> <li>○ Suggest some ideas of how they might answer the historical enquiry question.</li> <li>○ Find different sources of information to help them answer their questions.</li> <li>○ Think about the evidence they have found out with supported discussion.</li> <li>○ Share in a range of ways what they have found out about their question.</li> <li>○ Use some factual knowledge and understanding of the past beyond their living memory to identify and talk about some significant events and key people.</li> </ul> </li> </ul>	<p><b>People, Culture and Communities</b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>● Name, talk and answer questions about different places, including places in the UK and around the world they have been or seen in images or books.           <ul style="list-style-type: none"> <li>○ Understand where common places in their locality are, including main cities, towns and land features.</li> <li>○ Know that human geographical features are man-made.</li> <li>○ Talk about key human features in their own environment.</li> <li>○ Ask simple questions about human features in their immediate environment.</li> <li>○ Talk about changes in their own locality.</li> <li>○ Ask questions about aspects of their familiar world, including changes in their own locality.</li> <li>○ Ask questions about</li> <li>○ Choose geographical tools for a purpose.</li> </ul> </li> </ul>	<p><b>The Natural World</b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>● Explore the natural world around them, noticing and understanding some important processes and changes.           <ul style="list-style-type: none"> <li>○ Observe objects, events and people in their environment and use knowledge from observation to describe them.</li> <li>○ Describe what they see, hear and feel in the natural world around them.</li> <li>○ Develop an understanding of growth, decay and changes over time, including in themselves.</li> <li>○ Create simple representations of what is happening, such as drawing pictures.</li> <li>○ <b>Identify and use vocabulary for the different types of weather.</b></li> <li>○ Know about the effect of changing seasons on the world around them.</li> <li>○ Know some information about the Earth, Sun, Moon, planets and stars.</li> <li>○ Describe what they hear around them.</li> <li>○ <b>Use language related to sound, such as 'noisy', 'loud', 'quiet'.</b></li> <li>○ <b>Use language related to light, such as 'light', 'dark' and 'shadow'.</b></li> <li>○ Make simple links between human actions and impact on land and/or animals.</li> <li>○ Ask 'how' and 'why' questions in response to and about their experiences.</li> <li>○ Find ways to solve problems.</li> <li>○ Make suggestions as to what may happen next.</li> <li>○ Learn by trial and improvement.</li> </ul> </li> </ul>
	<p>Reception Curriculum Progression Statements - All subjects Opportunities for increasing vocabulary shown in green.</p>		

Reception Curriculum Progression Statements - All subjects

	<ul style="list-style-type: none"> <li>○ Talk about past and present events in their own lives and those of family members.</li> <li>○ Make comments and ask questions about what they have heard about the past.</li> <li>○ <b>Retell some stories about the past, using subject specific vocabulary.</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Look at and take photos of different places, using key words to describe them.</b></li> <li>○ Draw simple maps of places that are familiar or from stories.</li> <li>○ Visit and explore different places and describe what they see.</li> <li>○ <b>Answer 'how' and 'why' questions about their geographical experiences.</b></li> <li>○ <b>Compare places using comparative language.</b></li> <li>○ Make choices about how to share their learning about people and places.</li> <li>○ Consider how environments may vary.</li> <li>● Ask simple questions about people in their own immediate environment.             <ul style="list-style-type: none"> <li>○ Know that people move within and out of the country and talk about simple reasons for this.</li> <li>○ Understand what buying, selling and swapping means.</li> </ul> </li> <li>● Talk about times and/or events that are special for themselves</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise that the world is made of both land and water:             <ul style="list-style-type: none"> <li>○ Ask questions about either a real or virtual visit to the sea.</li> <li>○ Ask questions about either a real or virtual visit to different land features such as mountains.</li> </ul> </li> <li>● Know about some similarities and differences between themselves and others, including other animals.             <ul style="list-style-type: none"> <li>○ <b>Name the basic parts of the human body.</b></li> <li>○ Know and talk about different ways to take care of themselves.</li> <li>○ Know about their senses.</li> <li>○ Understand the key features of the life cycles of an animal and a plant.</li> <li>○ Know some of the ways to care for plants.</li> </ul> </li> <li>● Know about similarities and differences between materials.             <ul style="list-style-type: none"> <li>○ Know about some of the ways materials change.</li> <li>○ Explore how objects/materials are affected by forces.</li> </ul> </li> <li>● Explore how to change how things work.</li> <li>● <b>Offer explanations as to why things happen, offering their own ideas and using new vocabulary.</b></li> </ul>
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Reception Curriculum Progression Statements - All subjects  
Opportunities for increasing vocabulary shown in green.

Reception Curriculum Progression Statements - All subjects

		<p>and others, including people in different countries and/or different religious groups.</p> <ul style="list-style-type: none"><li>• Know that France's native language is French.<ul style="list-style-type: none"><li>○ Listen to and join in with stories, songs and games in French.</li></ul></li><li>• Know and talk positively about similarities and differences between:<ul style="list-style-type: none"><li>○ themselves and others</li><li>○ among families</li><li>○ beliefs, traditions and behaviours of different groups and communities of people, including religious and cultural communities.</li></ul></li><li>• Talk and ask questions about the different ways in which people believe and behave.<ul style="list-style-type: none"><li>○ Listen to and retell a Bible story verbally, using images or roleplay.</li><li>○ Listen to and talk about stories from the beliefs and traditions of Christians, Hindus, Muslims and Jews*.</li><li>○ Know that religions have books and places that are special to them.</li></ul></li></ul>	
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Reception Curriculum Progression Statements - All subjects  
Opportunities for increasing vocabulary shown in green.

Reception Curriculum Progression Statements - All subjects



## Reception - Specific Areas

Through which the prime areas are strengthened and applied.

\* Please note language: 'Christians' rather than 'Christianity', 'Hindus' rather than 'Hinduism' etc. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between religions and other traditions.

Reception Curriculum Progression Statements - All subjects

Expressive Arts and Design	<p><b><u>Creating with Materials</u></b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>• Discuss artworks, including how they make them feel.</li> <li>• Describe techniques and media used, using the appropriate specific art vocabulary.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Represent their own ideas, thoughts and feelings and plan what they want to make through explanation, drawings and labelling.</li> <li>• <b>Explain their planned making sequence using language such as ‘first’, ‘then’, ‘after’.</b></li> <li>• Explore and play with a wide range of media, materials and food.             <ul style="list-style-type: none"> <li>○ Begin to define colours, shapes, texture and smells in their own words, discussing what they see.</li> <li>○ Look at and talk about what they and peers have produced, reflecting on how they have achieved their aims.</li> <li>○ Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> </li> <li>• Use and begin to control a range of media.             <ul style="list-style-type: none"> <li>○ Experiment with producing lines of different thickness and tone using a pencil.</li> <li>○ Experiment with producing different patterns and textures from observations, imagination and illustrations.</li> <li>○ Make deliberate choices between a range of painting tools to produce an effect.</li> <li>○ <b>Recognise and name a range of colours being used.</b></li> <li>○ Mix and match colours to different artefacts and objects.</li> <li>○ Make deliberate choices regarding surfaces to paint on to create a desired effect.</li> <li>○ Experiment with simple decoration techniques: impressed, painted, applied.</li> <li>○ Make deliberate choices of materials to build a construction/sculpture.</li> <li>○ Use rubbings to create a picture.</li> <li>○ Explore printing using a range of objects to create a picture</li> </ul> </li> </ul>	<p><b><u>Being Imaginative and Expressive</u></b> - Experiences will allow children to:</p> <ul style="list-style-type: none"> <li>• Listen to and discuss pieces of music, including live performances.</li> <li>• Express abstract ideas about music, e.g., “this music sounds like marching monsters”.</li> <li>• Sing familiar/well-known nursery rhymes and songs as a group:             <ul style="list-style-type: none"> <li>○ broadly singing in time.</li> <li>○ using the melodic shape of songs.</li> <li>○ recognising repetition e.g., verse/chorus structure.</li> </ul> </li> <li>• Play instruments with control to play different dynamics (loud/quiet) and tempo (fast/slow).             <ul style="list-style-type: none"> <li>○ Identify and match instrumental sounds.</li> <li>○ Keep a steady pulse e.g., through marching, clapping, playing.</li> <li>○ Follow simple musical instructions and actions.</li> <li>○ Create their own simple pattern or rhythm.</li> <li>○ Suggest symbols to represent sounds and read these symbols to create their music.</li> </ul> </li> <li>• <b>Know and use vocabulary including, but not limited to:</b> <ul style="list-style-type: none"> <li>○ <b>Loud.</b></li> <li>○ <b>Soft.</b></li> <li>○ <b>Quiet.</b></li> <li>○ <b>Names of instruments they have used or seen.</b></li> <li>○ <b>Pulse.</b></li> <li>○ <b>Rhythm.</b></li> <li>○ <b>Pitch.</b></li> </ul> </li> <li>• Improvise movements freely on their own and with a partner, experimenting with ideas.             <ul style="list-style-type: none"> <li>○ Improvise movements in response to a piece of music.</li> </ul> </li> </ul>
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Reception Curriculum Progression Statements - All subjects  
Opportunities for increasing vocabulary shown in green.



## Reception - Specific Areas

Through which the prime areas are strengthened and applied.

- Develop patterns by printing with objects.
- Use stencils to create a picture.
- Use a variety of textiles and fabric in their art/design work.
- Decorate a piece of fabric in a range of ways.
- Explore simple weaving, both 3D and flat.
- Create a fabric collage by layering fabric.
- Know about similarities and differences between materials.
  - Use what they have learnt about materials and media in everyday life to think about uses and purposes.
  - **Recognise and name different materials appropriate for their purpose.**
  - Talk about how moving pictures work.
  - Explain what their moving picture represents and describe what a part might do.
  - Use different techniques, including but not limited to folding, for joining materials.
  - Use different joining skills to make paper or card move.
- Combine ingredients and foods or change the texture of food e.g., sandwich, fruit salad or bread.
  - Makes links between source to plate of some food.
- Be able to identify electrical and battery-powered devices.