

Reception Curriculum Progression 2024

Safe, Supported, Successful

At Seghill First School we strive to provide children with the skills to be confident, resilient and independent learners. In Early Years we want children to feel happy, safe and be inspired by their learning. Children's ideas and interests are developed through enhancements to the provision and high-quality interactions with staff. We want children to leave Early Years with secure foundations in all areas of the curriculum which they can build upon throughout the rest of their education.

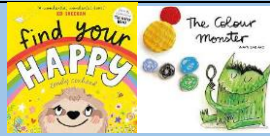





Characteristics of Effective Teaching and Learning

To learn well, children must approach opportunities with curiosity, energy and enthusiasm. At Seghill the characteristics of effective teaching and learning are embedded throughout our curriculum and provision.

Playing and exploring: children investigate and experience things, and 'have a go'.

Active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating & thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

	Autumn		Spring		Summer	
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	Marvellous me	Our Beautiful Planet	Once Upon a Time...	Once Upon a Time...	All Creatures Great and Small (Farms & animals)	Sea Adventures (Pirates)
Core Texts						
Linked text	Ruby Finds a Worry What I like most Here we are All about families See inside your body Funnybones The Rainbow Fish Room on a broom	Astro Girl The owl who was afraid of the dark It's Not a Stick The Snowman Little polar bear Emperor's egg The Jolly Christmas Postman	Mr Wolf's Pancakes Suddenly!	Jaspers Beanstalk The Tiny Seed Oliver's Vegetables How Do Flowers Grow?	Farmer Duck On the Farm Big Red Barn	The big book of the blue Rocket says Clean Up! Peace at Last!

Key Vocabulary	Same, different, unique, family, home, similar, feelings, happy, sad, Halloween	special, celebration, christmas, diwali, religion, believe, god, Autumn, Harvest, Change, Seasons, space, rocket, astronaut, Earth, gravity, world, planets	once upon a time, the end, beginning, next, then, after that, character, setting, cunning,		farm, farmer, tractor, animal names, combine harvester, barn, crops, life cycle, animal young,	adventure, seashore, treasure map, compass, treasure chest, desert island, sea, pirate, captain, sail.
Celebrations & Key events	Harvest Halloween	Bonfire night Children in need Diwali Christmas Remembrance Day	New Year Safer internet day Mother's Day Valentines Chinese New Year	Easter World book day		Father's Day Sports week
Visits/visitors & parental engagement	Dentist (oral hygiene) Ambulance service Coffee morning	Firefighters Road safety Theatre visit Nativity Phonics workshop	Visit from the library service Railway safety Author visit Coffee morning Mother's Day Lunch Secret story teller	Police Hygiene - washing our hands Maths workshop Secret story teller	Vet Trip to the farm Coffee morning	RNLI Lifeguard Father's Day Lunch Teddy Bear's Picnic Sports day
Area of Learning: Communication & Language	<p>Understand how to listen carefully and why listening is important</p> <p>Engage in story times, rhymes, and songs</p> <p>Maintain attention in whole class and smaller group discussions</p> <p>Follow instructions with more than 1 part</p> <p>Understand 'why' questions</p> <p>Use sentences with 4-6 words</p> <p>Use talk to organise play</p> <p>Role play in familiar contexts</p> <p>Listen in familiar & new situations</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Start a conversation with peers and familiar adults and continue for many turns</p> <p>Develop social phrases</p>		<p>Listen attentively in a range of situations, responding to what others say in different contexts e.g lunch hall, assembly</p> <p>Maintain attention during a set/chosen activity</p> <p>Take turns in conversations</p> <p>Use talk to organise and extend play</p> <p>Begin to use past tense</p> <p>Begin to recount past events</p> <p>Begin to describe events in some detail</p> <p>To retell familiar stories using repeated phrases or putting them into their own words</p> <p>Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen</p> <p>Ask questions to find out more and check understanding</p>		<p>Listen and understand instructions while busy with another task</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>Make comments and clarify their thinking with questions</p> <p>Hold conversation when engaged in back-and-forth exchanges with familiar adults and peers</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Begin to answer how, why and where questions appropriately</p> <p>Articulate their ideas and thoughts in well-formed, full sentences using the correct tense</p>	

		<p>Articulate ideas and thoughts in well-formed sentences</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Begin to connect one idea or action to another using connectives</p>	<p>Use a range of conjunctions to extend ideas</p> <p>Use language to reason and solve problems with their peers</p> <p>ELG: 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</p>
Focus Vocabulary	<p>ideas, discuss, what, who, when, where</p> <p>Vocabulary will be developed through high quality discussions where adults and peers will expand upon children's knowledge and understanding of words.</p>		
Evidence within the provision	<p>Throughout the provision. Class discussions, assembly, interactions within the provision, interactions with adults and other children around school e.g lunch time.</p>		
Area of Learning: PSED	<p>Know their own likes and dislikes. Manage my own emotions by using a range of strategies. e.g speaking to an adult, using distractions.</p> <p>Increasingly follow the 'Golden Rules.' Manage personal hygiene. Build constructive and respectful relationships. Beginning to express their feelings to familiar adults and their peers.</p> <p>Begin to take turns and share resources.</p> <p>Independently choose where they would like to play and who with. Select resources independently. Can dress themselves mostly independently e.g putting on a coat, shoes, trousers, removing and putting on a jumper.</p> <p>Begin to make friends.</p>	<p>Independently organise belongings in the morning and for hometime. Understand and follow the 'Golden Rules'. Can explain right from wrong.</p> <p>Understand and follow the familiar daily routines e.g tidy up time, snack time, lunch time. Manage their own needs. Seek others to share activities & experiences. Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by cooperating, listening and speaking. Can reflect on the work of others and self-evaluate their own work. Show pride in achievements. Understand the emotions of others and begin to show empathy to those feeling upset. To know and talk about the different factors that support overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Focus Vocabulary	feelings, happy, brave, strong, special, nervous, worried, scared, angry, upset, cry, tired, scared, hurt, behaviour, confused, shy, excited, worried, positive negative, rules, healthy, exercise, screen time, resilience, share, friendly, kind, caring.		
Evidence within the provision	Throughout the provision. Interactions with staff and peers.		
Area of Learning: Physical development	PE focus: Multiskills	PE focus: Ball control (A) Dance (B)	PE focus: Team games (A) Commando Jo's (B)
	Further develop the skills they need to manage the school day successfully: lining up, mealtimes. Refine the fundamental movement skills they have already acquired rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Use a range of small tools effectively such as paintbrushes, pencils. Begin to hold cutlery correctly when I am eating.	Develop small motor skills so that they can use a range of tools (scissors, pencils, paintbrushes) competently, safely and confidently. Can hold a pencil effectively and apply the correct amount of pressure to make marks. Develop the foundations of a handwriting style which is fast, accurate and efficient. Use cutlery correctly to cut up and eat my food. Progress towards a more fluent style of moving, with developing control and grace. Balance along a beam/large tyre. Show coordination when skipping. Can throw and catch an object using two hands. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Gross Motor Skills: 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: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Focus Vocabulary	rolling, crawling, walking, jumping, running, hopping, skipping, climbing, gallop, space, throw, underarm, overarm, roll, catch, cutlery pencil grip, nip-flip-grip, obstacle, safely, balance, quickly, slowly, change direction,		
Evidence within the provision	PE sessions, outside, throughout the provision, moving around school, dough disco, fine motor morning jobs, lunch hall		
Area of Learning: Literacy	Read all single letter set 1 sounds from our phonics programme Read, Write, Inc. Orally blend sounds into words. Read 'Red' words/common exception words - l, the. Can write the initial sound in most words and begin to write some CVC words. Write for different purposes e.g birthday card, shopping list, labels. Children can explain what they plan to write/draw and talk about their	Blend sounds into words using all set 1 sounds. Blend words containing 4/5 sounds and consonant blends. Read 'Red' words/common exception words - put, the, l, no, of, my, for, he Begin to form lower-case and capital letters correctly. Writes CVC words independently Writes CVCC/CCVC words with support. Attempts to spell unfamiliar words using phonics knowledge. Can write short simple captions.	Word reading: 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. Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where

	<p>marks once they have finished. Write their name with increasing control and accuracy. Recalls and makes links between what they have read to them and their own first hand experiences. Join in with repeated refrains in rhymes, poems and stories. Anticipate key events in stories. Talk about key features of favourite stories including character and setting. Answer simple questions about a story which has just been read. Retell familiar stories.</p>	<p>Understand the role of an author and an illustrator. Know that books include different elements such as a cover, contents page. Apply new language from books to first hand situations. Can answer questions related to characters or events within a familiar story. Can listen to non-fiction texts, rhymes, poems and songs.</p>	<p>appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. Writing: 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.</p>
<p>Focus Vocabulary</p>	<p>author, illustrator, non-fiction, fiction, phoneme, sound, grapheme, word, letter, digraph, trigraph, sentence, finger space, full stop, capital letter, letter formation, list, label.</p>		
<p>Evidence within the provision</p>	<p>Throughout the indoor and outdoor provision, Read Write Inc lessons, RWI books, Writing books, Tapestry observations.</p>		
<p>Area of Learning: Maths</p>	<p>Mastering Number: Subitising Subitise within 3 and identify subgroups Create own patterns within 4 Represent quantities Subitise in a range of contexts Within 5 (perceptually and conceptually) Cardinality, ordinality and counting Understand the number in a set Develop knowledge of the counting sequence Develop 1:1 correspondence Understand anything can be counted Explore a range of strategies which support accurate counting Explore cardinality of 5 Count beyond 5 Recognise numerals relating to quantities they can subitise and count. Composition See numbers can be made up of 1s Compose their own collections of 4</p>	<p>Mastering Number: Subitising Increase confidence in subitising and exploring patterns of number Experience patterns which show a small group and ‘1 more’ Continue to match arrangements to finger patterns Explore symmetrical patterns. Linking this to doubles Cardinality, ordinality and counting Develop verbal counting to 20 and beyond. develop object counting using a range of strategies Order numbers. Linking cardinal and ordinal representations Consolidate their learning of cardinality working within larger numbers within 10. Become familiar with the counting pattern beyond 20 Composition Continue to explore composition of 5 (missing and hidden parts of 5)</p>	<p>Mastering Number: Subitising Practise increasingly familiar subitising arrangements Apply subitising skills to identify patterns Subitise structured and unstructured patterns Identify when it is appropriate to count and when groups can be subitised Cardinality, ordinality and counting Develop verbal counting beyond 20 from different starting numbers Develop confidence in verbal and object counting. Composition Explore the composition of 10 Comparison Order sets of objects, linking this to their understanding of the ordinal number system Number: Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up</p>

	<p>Explore 'parts' and 'wholes' Explore composition of numbers within 5</p> <p>Comparison Compare sets using a variety of strategies Use language of comparison - more than, fewer than Compare sets by matching. Understanding equal amounts</p>	<p>Explore the composition of 6 Begin to see that numbers to 10 can be made of '5 and a bit.' Explore the composition of numbers looking at the 'shape' of these numbers. Begin to link even numbers to doubles Begin to explore the composition of numbers within 10</p> <p>Comparison Compare sets using language of comparison Identify when sets are equal Explore ways of making sets unequal Compare numbers, reasoning about which numbers are more, understanding the position of a number in the number system.</p>	<p>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: 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.</p>
Focus Vocabulary	subitise, patterns, quantity, count, numbers, amount, set, more than, fewer than.	subitise, patterns, quantity, count, numbers, amount, set, more than, fewer than, equal to, unequal, symmetrical, double, number names beyond 20, position.	subitise, patterns, quantity, count, numbers, amount, set, more than, fewer than, equal to, unequal, symmetrical, double, number names beyond 20, position, order.
Evidence within the provision	NCTEM sessions, across the provision through high quality dialogue between adults indoors and outdoors, Maths books, Tapestry		
Area of Learning: Understanding the World	<p>Talk about members of their immediate family and community . PSHE Name and describe people who are familiar to them. PSHE Can talk about changes from when they were a baby to present day. History Begin to use past tense to describe recent events. Compare and contrast characters from stories, including figures from the past - Neil Armstrong & Tim Peak. History Describe what they see, hear and feel. Describe the effect of changing seasons on the natural world around them. Science Observe and interact with natural processes- melting & freezing. Science</p>	<p>Name and describe different plants. Explain how they grow and note observational changes. Science Name each part of a plant. Science Explore the natural world around them. Recognise some environments that are different from the one in which they live. Geography Observe and interact with natural processes - magnetic and non-magnetic. Science</p>	<p>Observe and interact with natural processes- floating and sinking. Science Draw maps with increasing detail and talk about the features. Geography Past & Present: 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 storytelling. History PSHE People, Culture and Communities: 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</p>

	Recognise that people have different beliefs and celebrate special times in different ways. RE				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. Geography, Science, RE The Natural World: 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. Science	
Religious Education	Why is the word ‘God’ special to Christians? F1	Why is Christmas special to Christians? F2	Being special- where do we belong? F4	Why is Easter special for Christians? F3	Which places are special and why? F5	Which stories are special and why? F6
Focus Vocabulary	family, community, born, older, younger, relationships, similar, different, space, planets, stars, sun, moon, astronaut, seasons, celebrations, light, dark day, night. Christian, festival precious, celebrate, unique, Christmas, Nativity, incarnation, Jesus, bible, unique, special,		plant, seed, seedling, blub, petals, stem, leaves, roots, shoots, vegetables, fruit, soil, sunlight, Baptism, symbols, Jews, Holy week, Easter, Palm Sunday, salvation, resurrection, sins, cross, new life, spring,		ocean, water safety, RNLI, sail, float, sink, village - Seghill, country - England, map, journeys, landmarks, directions.	
Evidence within the provision	RE lessons, RE floor book, continuous provision - indoors & outdoors, Learning Journals, Discussions with children.					
Area of Learning: Expressive arts and design	Creating with Materials: Create marks using a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal and chalk. Create drawings/paintings with an increasing amount of detail e.g a person with facial features (self-portraits) or a house with doors & windows. Select colours for a purpose. Art		Creating with Materials: Taking great care and pride when creating drawings or paintings. Identify and mix primary colours to create secondary colours. Use a range of tools to effectively create a representation of something e.g chalk, pens, pencils, pastels. Art		Represent their ideas through drawings, labels and captions Creating with Materials: 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	

	<p>Construct models using different materials and talk about the different features of my model. Use scissors safely to cut straight lines. Understand which materials would be best to make joins e.g glue, tape. DT</p> <p>Being Imaginative & Expressive: Take on different roles in pretend play and develop a storyline. Sing a range of nursery rhymes from memory. Know the stories of some of the nursery rhymes. Move with the pulse of music. To know that the words of songs can tell stories and paint pictures. Music</p>	<p>Explore making, with different equipment including new ways of joining (e.g. split pins, staples, tags, string) Explain what they are making. Select appropriate resources, materials and tools to create a new house for the Wolf. Create collaboratively and discuss ideas. Identify and use the appropriate ingredients/tools for a recipe. DT</p> <p>Being Imaginative and Expressive: Take on different roles in imaginary play to act out in detail familiar stories or stories I have made up. Perform to others - music, dance, acting. Begin to create their own music with their peers. Enjoy moving to music by dancing and moving in different ways. To sing along with a pre-recorded song and add actions. To sing along with the backing track. Perform any of the taught nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record and talk about a music performance. Music</p>	<p>materials when role playing characters in narratives and stories. Art, DT</p> <p>Being Imaginative and Expressive: 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 music. Music</p>
Focus Vocabulary	Cutting, weaving, joining, sticking, painting, drawing, making, mixing, design, building, singing, dancing, create, safely, texture, rough, soft, crunch, smooth, hard overlap, bumpy, pattern, equipment, pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap.		
Evidence within the provision	<p>Charanga music sessions, continuous provision - indoors & outdoors, discussions with children,</p> <p>Rhyme of the week: Head, Shoulders, Knees and Toes, Brush Your Teeth, 5 Little Speckled Frogs, 12345, 5 Little Monkeys Swinging in a Tree, When Santa got Stuck up the Chimney</p>	<p>Rhyme of the week: I'm a Little Bean, 5 Little Men in a Flying Saucer, Hot Cross Buns, Little Peter Rabbit</p>	<p>Rhyme of the week: The Animals went in, A Sailor Went to Sea, 10 Green Bottles, 10 Fat Sausages, London Bridge is Falling Down, When I was One I...,</p>