



Autumn Term 1	PROGRESSION OF SKILLS CURRICULUM MAP				Reception	
COMMUNICATION & LANGUAGE DEVELOPMENT		PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT			PHYSICAL DEVELOPMENT	
LISTENING, ATTENTION & UNDERSTANDING: Progression of Knowledge and Skills	SPEAKING: Progression of Knowledge and Skills	SELF-REGULATION: Progression of Knowledge and Skills	MANAGING SELF: Progression of Knowledge and Skills	BUILDING RELATIONSHIPS: Progression of Knowledge and Skills	GROSS MOTOR: Progression of Knowledge and Skills	FINE MOTOR: Progression of Knowledge and Skills
*Listens to familiar and new stories, songs and rhymes, anticipating repeated refrains and key events. *Listens in small and large groups and is able to shift attention when called by name. *Can answer "who/what/where" questions about familiar contexts	*Uses full sentences to express, wants and ideas ("I need help with my zip"). *Speaks clearly to familiar adults and peers during play. *Responds to simple instructions and questions. *Re-tells personal experiences with support ("I went to the zoo").	*Recognises a range of emotions in self and others. *Responds to simple behaviour expectations, e.g. "kind hands".	*Follows routines and classroom expectations with minimal reminders. *Understands and follows simple rules. *Seeks help when needed.	*Has secure relationships with key adults. *Seeks comfort or help when needed. *Starts to seek specific peers and join their play.	*Maintains balance while standing still or holding a position. *Stands on one foot for 5+ seconds. *Sits upright at a table without slumping. *Moves with improved posture and coordination.	*Holds pencil in mature tripod grasp (thumb and two fingers). *Draws simple shapes and lines with control. *Begins to form some letters with intention (often from own name). *Builds more complex models using construction materials.
Intentional Teaching						
1. Listening to stories, responding to questions and shifting attention · Use repeated refrains and pauses so children can join in and anticipate key moments. · Support children to notice when their name is called and shift attention calmly. · Ask simple "who/what/where" questions about stories or play experiences. · Model attentive listening in groups through body language and clear expectations. · Encourage children to recount familiar events using visual prompts.	1. Using full sentences, clear speech and simple retelling · Model full sentences and encourage children to repeat or extend their ideas. · Give simple questions and prompts to help children express wants and experiences. · Support children to speak clearly by repeating back with correct grammar. · Encourage children to follow short instructions during routines and play. · Use visual prompts to help them retell recent experiences.	· Use emotion cards, mirrors, and daily check-ins to help children identify and name feelings. · Read emotion-focused stories and discuss characters' feelings to build emotional vocabulary. · Engage in role play, puppetry, and sorting games to explore and express emotions interactively. · Model kind behaviour and narrate respectful actions to reinforce social-emotional learning. · Use social stories, behavioural role play, visual rules, and rewards to teach and encourage positive behaviour.	1. Independence in Routines & Seeking Support - Reinforce routines with consistent visual prompts and praise. - Use class charters and role play to embed simple rules. - Encourage help-seeking through sentence stems and modelling. - Celebrate children who follow expectations with minimal reminders. - Provide opportunities for peer modelling and leadership.	1. Building Secure Relationships & Peer Awareness · Maintain consistent adult presence to reinforce emotional security. · Use key person time to support help-seeking and comfort. · Encourage peer connections through shared play invitations. · Model joining in and recognising familiar peers. · Celebrate moments of peer engagement and connection.	1. Balance and Basic Coordination · Model smooth running and prompt children to focus on steady steps. · Encourage children to climb stairs independently using alternating feet. *Offer hand support and verbal cues when practising controlled descents. · Demonstrate how to shift weight to balance briefly on one foot. · Challenge children to pause mid-movement to improve body control.	1. Mature Grip, Shape Control & Early Letter Formation · Model a relaxed tripod grasp and demonstrate controlled strokes when drawing shapes. · Support children to form early letters using large movements and clear directionality. · Encourage adding features and complexity to constructions by modelling new techniques. · Provide vocabulary to describe shapes, lines, and letter movements ("curve", "straight"). · Guide children to slow down and focus on accuracy while maintaining enjoyment.
Enabling Environment						
1. Listening to stories, shifting attention and answering simple questions · Provide a cosy, distraction-free story area with familiar and new books. · Use story baskets and puppets to support understanding of key events. · Have clear routines for group listening with visual cues (listening ears, picture cards). · Create small-group spaces where adults can ask simple "who/what/where" questions. · Ensure children's names are used consistently to support attention shifting.	1. Supporting full sentences, clear speech and simple retelling · Provide cosy talk areas with prompts (photos, objects) to encourage sentence building. · Display familiar routines and experience cards for children to use when retelling events. · Ensure quiet, low-distraction spaces where conversations can flourish. · Offer small-world and real-life props that invite purposeful talk ("zip", "lunchbox"). · Use visual instruction cards to support responding to simple directions.	· Use a Curiosity Cube with emotion-themed objects to spark reflective discussions about feelings. · Provide open-ended resources like dolls and small world play to explore emotions and social scenarios. · Design outdoor spaces for quiet reflection and cooperative play, such as emotion trails and friendship benches. · Support oracy by prompting children to express emotions using sentence stems like "I feel ____ because ____." · Expand emotional vocabulary by modelling rich language during play and daily routines.	1. Independence in Routines & Seeking Support · Display visual schedules and class charters at child level. · Use role play areas to practise classroom rules and routines. · Include help-seeking prompts in key zones (e.g. "I need help" cards). · Celebrate independence with praise boards and stickers. · Create leadership roles to encourage peer modelling.	1. Building Secure Relationships & Peer Awareness · Create cosy spaces for key person interactions and emotional reassurance. · Use consistent adult presence across routines and transitions. · Set up shared play zones that encourage peer invitations. · Display photos or names of familiar peers to support recognition. · Celebrate peer connections with visual praise boards or group shout-outs.	1. Balance and Basic Coordination · Provide low-level balancing beams and soft mats for safe exploration. · Offer wide steps with supportive rails for practising independent climbing. · Set up gentle slopes and ramps to encourage controlled walking. · Include simple balance challenges such as stepping-stones or floor markers. · Add short single-leg balance prompts using spots or footprints on the floor.	1. Mature Tripod Grip, Shape Drawing & Complex Construction · Provide a wide range of writing tools (triangular pencils, fine markers) to support tripod grip. · Offer shape mats, tracing boards, and large drawing spaces for controlled shape practice. · Set up construction areas with varied materials (blocks, connectors, magnetic tiles). · Provide malleable materials (clay, dough) for strengthening fingers and refining control. · Ensure table surfaces and clipboards for stable drawing and writing practice.

LITERACY			MATHEMATICAL DEVELOPMENT		UNDERSTANDING THE WORLD			EXPRESSIVE ARTS	
COMPREHENSION: Progression of Knowledge and Skills	WRITING: Progression of Knowledge and Skills	WORD READING: Progression of Knowledge and Skills	NUMBER: Progression of Knowledge and Skills	NUMERICAL PATTERNS: Progression of Knowledge and Skills	PAST & PRESENT: Progression of Knowledge and Skills	PEOPLE, COMMUNITY & CULTURES: Progression of Knowledge and Skills	THE NATURAL WORLD: Progression of Knowledge and Skills	CREATING WITH MATERIALS: Progression of Knowledge and Skills	BEING IMAGINATIVE & EXPRESSIVE: Progression of Knowledge and Skills
*Recognises and names some letters of the alphabet. *Begins to link sounds to letters. *Begins to blend simple VC and CVC words orally.	*Holds pencil using a comfortable effective grip. *Can form some recognisable letters, particularly from own name. *Continues to experiment with mark-making in different contexts.	*Recognises and names some letters of the alphabet. *Begins to link sounds to letters. *Begins to blend simple VC and CVC words orally.	*Confidently subitise to 5 in different arrangements. *Counts, orders and represent numbers to 5 using objects, marks and fingers. *Recognise that numbers represent quantities that can be shown in different ways. *Begins to talk about how numbers are made up ("2 and 3 make 5"). *Matches numerals and quantities consistently (0 - 5).	*Confidently counts to 10 and understands that the last number said tells "how many". *Recognises numerals 1-10 and begins to link them to quantity. *Orders numbers to 5, sometimes beyond. *Recognises and creates simple AB, ABB patterns in play and art.	*Talk confidently about themselves and their family, "When I was little...", "My baby brother can't walk yet". *Recall events from their own past with increasing detail and sequence. *Understand that they are growing and changing over time. *Recognise that everyone has their own family history and experiences. *Begin to ask questions about their own past, e.g. "What did I do when I was a baby?"	*Understand themselves as part of a family, community and wider world. *Recognise and talks about similarities and differences between people. *Uses descriptive language to talk about themselves and others. *Talks about themselves, their family, likes and dislikes.	*Recognise key features of the local natural environment, trees, rivers, hills, parks. *Understand that natural features differ in other place, beach vs countryside. *Uses observation to talk about similarities and differences between environments. *Ask questions to find out more about what they see.	*Explores different materials, paper, card, fabric, playdough. *Identify materials with senses. *Handle materials carefully.	*Understands that stories and roles can be imagined and modified. *Knows that music, art and movement can express ideas or feelings. *Begins sustained imaginative play using multiple props or scenarios. *Plans own actions in pretend play. *Sings familiar sounds independently. *Moves rhythmically.
Intentional Teaching									
1. Letter recognition, early phonics and oral blending · Model naming and recognising letters in playful, familiar contexts. · Highlight initial sounds and link them to letters during everyday routines. · Support children to orally blend simple VC and CVC words in games. · Encourage listening to the first and last sounds in words. · Provide repetition and praise as children begin to connect print to sound.	1. Early writing behaviours and pencil control · Model and support a comfortable, effective pencil grip during writing tasks. · Encourage forming recognisable letters, especially those in their name. · Provide varied mark-making opportunities across the environment. · Praise children for experimenting with marks that carry meaning. · Demonstrate correct letter formation through short, focused activities.	1. Early letter-sound awareness and oral blending · Model letter names and sounds during daily routines and shared reading. · Encourage children to match familiar letters to initial sounds in words. · Play oral blending games to help children hear how sounds join together. · Highlight letters in the environment and link them to simple spoken words. · Praise attempts at blending simple VC and CVC words orally.	1. Subitising to 5, early number representation and composition · Model subitising arrangements to 5 using real objects, images and fingers. · Encourage children to show numbers to 5 in different ways (marks, objects, fingers). · Highlight that the same number can be represented by different arrangements. · Model simple composition talk ("2 and 3 make 5"). · Support matching numerals 0-5 to quantities through meaningful activities.	1. Early counting, number recognition and simple patterns · Model counting to 10 with one-to-one correspondence and emphasise the final number as the total. · Encourage matching numerals 1-10 to quantities using concrete objects. · Support children to order numbers to 5 and extend beyond when ready. · Provide practice in creating and copying simple AB and ABB patterns. · Highlight that numbers can be shown in different ways (fingers, objects, marks).	1. Understanding themselves and their own past · Encourage children to talk about themselves using prompts and photos. · Model simple past-tense language when discussing their early life. · Support children to sequence personal events using visual timelines. · Introduce the idea that families have different histories and traditions. Invite children to ask questions about their babyhood and early memories.	1. Understanding themselves, others and the wider world · Encourage children to talk about their family and community using photos and prompts. · Model language for similarities and differences when discussing people. · Support children to use descriptive vocabulary about themselves and others. · Invite children to share their likes, dislikes and personal experiences. · Provide opportunities for children to recognise themselves as part of different groups.	1. Exploring local natural environments · Encourage children to name and describe natural features they see locally. · Support comparisons between familiar places and contrasting environments. · Model observational language to describe similarities and differences. · Prompt children to ask questions about what they notice outdoors. · Provide opportunities for children to share ideas about different environments.	1. Exploring materials and using senses · Model how to explore materials using touch, sight and sound. · Encourage children to talk about what they notice using sensory vocabulary. · Demonstrate how to handle materials gently and safely. · Invite children to compare materials through guided exploration. · Support confidence in choosing and experimenting with varied resources.	1. Early imaginative understanding, expression and role-play · Model how stories and roles can be changed or adapted. · Encourage children to use music, movement and art to express simple ideas. · Support sustained imaginative play by introducing multiple related props. · Prompt children to plan what they want to do in pretend scenarios. · Encourage independent singing and rhythmic movement during play.
Enabling Environment									
1. Supporting letter recognition, early phonics and oral blending · Provide letter-rich areas with magnetic letters, alphabet cards and letter mats. · Display clear phonics visuals showing graphemes alongside pictures. · Offer listening and sound discrimination games using environmental sounds. · Ensure books with simple, repetitive text are available in all areas. · Create phonics baskets with objects beginning with the same sound.	1. Supporting early writing behaviours and pencil control · Provide a wide range of mark-making tools (pencils, crayons, chalks, felt tips) in all areas. · Offer fine-motor strengthening activities (tweezers, threading, peg boards). · Ensure name cards and alphabet strips are available at writing tables. · Create inviting writing stations indoors and outdoors with varied papers and textures. · Display letter formation posters at child height for independent reference.	1. Supporting letter-sound awareness and oral blending · Provide alphabet charts, magnetic letters and sound cards at child height. · Create baskets of objects beginning with the same sound for sorting and matching. · Offer simple oral blending games in small, quiet spaces free from distractions. · Ensure books with repetitive patterns and clear print are available in all areas. · Display children's names and familiar words around the classroom to encourage recognition.	1. Subitising to 5, early representation and composition · Provide manipulatives in groups of 1-5 (counters, shells, bears, natural items). · Use tens frames, dot plates and finger images to show numbers in different arrangements. · Display numerals 0-5 with matching quantities around the environment. · Offer loose parts for children to make their own representations of numbers to 5. · Include simple composition prompts ("Show me 5 in two parts").	1. Early counting, number recognition and simple patterns · Provide numerals 1-10 in all areas, with matching manipulatives (counters, teddies, natural objects). · Offer tens frames, dot plates and finger pattern cards for subitising and counting to 10. · Include number lines to 5 (and beyond) at child height for independent access. · Set up pattern trays with beads, blocks, loose parts for AB/ABB pattern creation. · Ensure varied small-world and play resources that naturally encourage counting and ordering.	1. Understanding themselves and their own past · Display family photos and baby pictures in a cosy "All About Me" area. · Provide mirrors, self-portrait materials and simple timelines for children to explore. · Include books about growing up, families and babies in the reading area. · Offer role-play resources such as baby dolls, bottles and blankets. · Create a memory box with objects that prompt talk about early experiences.	1. Understanding themselves, others and the wider world · Display family photos, self-portraits and mirrors in an "All About Me" area. · Provide books showing diverse families, communities and cultures. · Offer small-world figures representing varied people and communities. · Include vocabulary cards for describing appearance, interests and feelings. · Create spaces where children can share objects or photos from home.	1. Exploring local natural environments · Provide photos, maps and models of local natural features such as rivers, hills and parks. · Create a nature table with local items like leaves, stones, bark and soil. · Offer binoculars, magnifiers and clipboards for outdoor observation. · Display contrasting environments (beach, forest, countryside) through books and images. · Set up an "Ask and Wonder" board where children can add questions about nature.	1. Exploring materials and using senses · Provide trays with a wide variety of materials (paper, fabric, card, playdough, natural objects). · Offer sensory baskets for children to explore textures, weight and sound. · Display materials at child height for easy independent access. · Use calm, organised spaces so children can explore safely and attentively. · Include vocabulary prompts (smooth, soft, bumpy, stretchy) to support sensory talk.	1. Supporting early imaginative understanding, expression and role-play · Provide open-ended props (fabric, hats, bags, wooden objects) for flexible imaginative use. · Set up small-world areas with varied characters and settings to inspire invented scenarios. · Include a music and movement area with scarves, instruments and rhythm prompts. · Offer accessible mark-making and simple art materials for children to plan pretend ideas. · Create quiet corners where children can act out sustained play with minimal interruption.