



Autumn Term 2	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
*Sustains attention without support and for gradually increasing periods of time. *Responds to positional language (for e.g. under, on top, behind) through action or picture selection.	*Uses new vocabulary introduced during activities, stories or experiences. *Begins to describe events and or objects using detail. *Engages in more sustained conversations with adults and peers. *Explains likes/dislikes using reason ("I like the story because it's funny").	*Uses words to describe feelings and basic needs, e.g. "I'm tired", "I'm hot." *Begins to talk about how behaviour affects others. *Waits and takes turns with adult support.	*Dresses/undresses for PE independently *Manages toileting and handwashing without reminders. *Chooses activities and sticks with them for short periods.	*Joins in group play using shared ideas and roles. *Takes turns more consistently. *Begins to negotiate with others during play.	*Runs with control, avoiding obstacles or peers. *Changes direction quickly and safely. *Stops and starts on command. *Explores different speeds and pathways.	*Copies and writes first name with correct letter order (may still be uneven in size). *Starts forming some upper and lower case letters. *Holds and controls writing tools for drawing pictures with recognisable features. *Imitates simple words and symbols in pretend writing.
Intentional Teaching						
2. Sustaining attention and responding to positional language · Gradually extend the length of focused listening activities. · Use positional language during routines and play, modelling with objects. · Encourage children to follow simple positional instructions independently. · Provide opportunities to maintain attention even with mild distractions. · Prompt children to describe where items are using positional vocabulary.	2. Expanding vocabulary, detail and conversational skills · Introduce new vocabulary through stories, experiences and direct teaching. · Encourage children to describe objects or events using specific detail. · Model and support taking turns in longer conversations with peers and adults. · Prompt children to give reasons for their opinions using "because...". · Use open-ended questions to deepen talk and build confidence.	· Use social stories and puppet role play to show how actions affect others and spark discussion. · Guide reflection and emotion-matching games to help children connect behaviours with feelings. · Praise empathy and reinforce caring behaviour when children show understanding of others' emotions. · Practise turn-taking through games, visual timers, and adult-guided play with clear narration. · Teach social scripts like "Can I have a turn?" and use specific praise and rewards to encourage positive behaviour.	2. Strengthening Self-Care & Task Commitment - Set up self-service stations for dressing and hygiene. - Use visual sequences for PE routines and toileting steps. - Offer activity choices with clear start-to-finish expectations. - Praise sustained focus and task completion. - Encourage independence with gentle adult scaffolding	2. Supporting Group Play & Negotiation · Facilitate small group play with shared resources and roles. · Model turn-taking and negotiation language during play. · Use role play to explore shared ideas and compromise. · Reinforce cooperative behaviours with praise and visuals. · Encourage children to lead and follow in group games.	2. Jumping and Early Hopping Skills · Demonstrate two-foot take-offs and encourage children to copy the movement. · Provide light hand support as children attempt early hopping actions. · Model safe techniques for clearing small obstacles. · Give feedback on bending knees and using arms for controlled landings. · Set simple jump challenges that gradually increase in complexity.	2. Early Name Writing, Letter Formation & Representational Drawing · Model writing first names clearly and encourage children to copy in correct order. Demonstrate upper and lower case letters, emphasising starting points and flow. · Support drawing with recognisable features by modelling simple details. · Encourage children to copy simple words and symbols during role-play writing. · Reinforce consistent hand choice and steady pressure when using writing tools.
Enabling Environment						
2. Sustained attention and responding to positional language · Offer quiet table-top activities that encourage extended focus (puzzles, pattern blocks). · Set up positional language games using objects, treasure hunts or picture mats. · Provide calm, organised spaces with minimal visual clutter for longer listening tasks. · Ensure adult-led spaces support uninterrupted listening time. · Use small-world areas where children can follow or create positional instructions.	2. Encouraging new vocabulary, detail and extended conversations · Create vocabulary-rich zones linked to current topics, with labelled objects and word mats. · Provide sensory and investigation tables that naturally prompt describing words. · Offer cosy conversation corners for sustained talk in pairs or small groups. · Include books, story baskets and puppets featuring new topic vocabulary. · Display talking prompts (emotion cards, preference prompts) to support sharing reasons.	· Use emotion-themed objects, puppets, and open-ended resources to spark imaginative play and emotional exploration. · Provide outdoor and indoor spaces—like sandpits, calm corners, and role play areas—for cooperative play, reflection, and empathy. · Support expressive language with sentence stems, posters, and interactive displays that model rich emotional vocabulary. · Reinforce turn-taking with visual timers, mats, and adult-guided games that promote patience and social skills. · Encourage curiosity and reflection through emotion check-ins, "I wonder..." prompts, and behaviour reflection areas	2. Strengthening Self-Care & Task Commitment · Provide dressing stations with labelled steps for PE and hygiene. · Use visual sequences near sinks and cloakrooms. · Offer structured activity trays with clear start-to-finish visuals. · Display "I finished!" boards to celebrate task completion. · Position adults nearby for light-touch support and encouragement.	2. Supporting Group Play & Negotiation · Provide small group areas with shared resources and role play props. · Use visual prompts for turn-taking and negotiation language. · Include compromise scenarios in role play and story corners. · Reinforce cooperative behaviours with stickers, stars, or praise walls. · Rotate leadership roles in games to practise leading and following.	2. Jumping and Early Hopping Skills · Mark short jump distances with floor spots or chalk lines. · Provide soft, low obstacles for children to step then jump over. · Introduce mini hurdles or low blocks for simple two-foot take-off practice. · Offer space with visual prompts (e.g., dots) to attempt early hopping. · Add landing mats to encourage safe, controlled two-foot landings.	2. Early Name Writing, Letter Formation & Representational Drawing · Provide name cards, alphabet strips, and letter formation guides in writing areas. · Create mark-making stations with mixed media—chalkboards, whiteboards, writing trays. · Offer simple word cards and opportunities for pretend writing in role-play environments. · Provide good-quality drawing tools and space to add detail to pictures. · Make writing materials readily available across all areas (construction, role play, outdoors).

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
*Reads CVC words by blending sounds, e.g. "t-a-p" =tap. *Segments CVC words orally to spell or match them. *Matches spoken words to written words using sound knowledge.	*Hears and writes initial sounds in words. *Segments and writes CVC words, e.g. cat, dog, sun, using a sound mat or adult support. *Writes simple labels and captions using known sounds.	*Reads CVC words by blending sounds, e.g. "t-a-p" =tap. *Segments CVC words orally to spell or match them. *Matches spoken words to written words using sound knowledge.	*Counts, represents and subitises within 10 (focusing on structure, not speed). *Explores number bonds within 10, especially 6, 7, 8, 9, 10). *Begins to notice patterns between numbers (e.g., 6 = 5 + 1). *Recognises numeral symbols 0 = 10 and match them to quantities. *Identifies "one more" and "one less" within 10.	*Counts objects to 10+ and begins to count backwards from 5 or 10. *Begins to understand 1 more, 1 less through practical play. *Uses number names in sequence and play. *Sorts and classifies independently using more than one criteria.	*Identify people who help them, e.g. nurse, firefighter. *Learn about how these roles have changed over time. *Notice differences in uniforms, equipment or transport. *Talk about community roles in the past through photos and stories.	*Understands that friendships are built on kindness, respect and understanding. *Knows that people have feelings and emotions and is sensitive to them. *Talks about their feelings and those of others. *Shows empathy and care for friends. *Cooperates in group activities.	*Identify and describe how the natural world changes through seasons. *Understand that animals adapt or migrate during winter. *Observe and record changes over time, weather, leaves, light. *Use vocabulary: "frozen", "melt", "decay", "hibernate".	*Uses simple tools safely. *Develops fine motor control with more intricate tasks. *Cut, tear and stick materials.	*Recognises character, plot, and sequence in stories. *Understands simple rules in cooperative play. *Engages in longer, imaginative narratives with peers. *Assigns roles, acts out story events, and negotiates storylines. *Begins drawing or making props to support play.
Intentional Teaching									
2. Blending, segmenting and matching written words · Teach children to blend CVC words confidently using consistent routines. · Model segmenting CVC words orally using actions or counters. · Encourage matching spoken words to simple written labels or cards. · Provide opportunities to use sound knowledge in reading and spelling games. · Support independence by prompting children to "say the sounds and blend."	2. Hearing sounds, segmenting and writing simple words · Model identifying and writing initial sounds in familiar words. · Support children to segment CVC words using sound buttons or a sound mat. · Encourage writing simple labels or captions with phonetic attempts. · Prompt children to say the word slowly and write the sounds they hear. · Celebrate early attempts at using phonics to spell independently.	2. Blending, segmenting and matching spoken to written words · Teach children to say each sound and blend CVC words independently. · Model segmenting CVC words orally for spelling and encourage children to copy. · Provide opportunities to match written CVC words to pictures or objects. · Prompt children to use sound knowledge when identifying simple written words. · Encourage confidence by revisiting familiar CVC patterns regularly.	2. Extending subitising, counting and composition within 10 · Provide structured opportunities to subitise and count sets within 10. · Model exploring number bonds to 6-10 using tens frames and manipulatives. · Draw attention to patterns such as "5 and 1 make 6". · Support children to match numerals 0-10 to a range of quantities. · Encourage identifying one more/one less in practical, hands-on tasks.	2. Counting beyond 10, early comparison and sorting · Encourage counting objects accurately to 10+ and practise counting backwards. · Model "one more/one less" through hands-on play and quick practical examples. · Support using number names in sequence during routines and games. · Provide opportunities to sort and classify objects using two criteria. · Encourage children to explain how they grouped or sorted items.	2. Learning about people who help us · Introduce key helpers through stories, role play and real-life examples. · Highlight how these roles have changed over time using old/new images. · Draw attention to differences in uniforms, tools and vehicles. · Compare past and present community roles through photos and discussions. · Encourage children to talk about how helpers support us today.	2. Developing friendships, empathy and cooperation · Model and reinforce kindness, respect and turn-taking in play. · Support children to identify and name their own feelings. · Encourage them to notice and respond to the emotions of others. · Provide opportunities for children to show care and empathy in real situations. · Guide children to work cooperatively in small-group activities.	2. Understanding seasonal change · Guide children to observe and describe seasonal changes in nature. · Introduce how animals adapt or migrate during colder months. · Support children to record changes in weather, light and plant life. · Model vocabulary such as "frozen", "melt", "decay" and "hibernate". · Encourage children to talk about how the natural world changes over time.	2. Using tools safely and developing fine motor control · Model safe use of scissors, glue spreaders and simple tools. · Provide opportunities to practise careful cutting, tearing and sticking. · Support children to strengthen fine motor skills through precise tasks. · Encourage correct tool grip and controlled movements. · Praise efforts to use tools independently and responsibly.	2. Building narrative understanding and cooperative imaginative play · Highlight story elements such as characters, sequence and plot during shared reading. · Support children to follow simple rules when playing imaginatively with peers. · Encourage longer, shared narratives by adding ideas and asking purposeful questions. · Model role assignment and help children negotiate storylines with others. · Provide materials and invite children to draw or make simple props for their play.
Enabling Environment									
2. Enabling blending, segmenting and matching spoken to written words · Provide decodable word cards and CVC objects for matching games. · Set up a word-building station with letter tiles, magnetic letters and trays. · Use simple labels around the environment that children can decode independently. · Offer segmenting activities such as "robot talk," tapping sounds or sound buttons. · Display mini whiteboards for children to practise writing segmented words.	2. Enabling hearing sounds, segmenting and writing simple words · Provide sound mats, alphabet cards, and phoneme frames within reach. · Set up CVC object-word matching trays for independent practice. · Offer mini-whiteboards for quick blending/segmenting activities. · Label objects around the room with simple decodable words. · Create "Have a go" baskets with clipboards and word prompt cards.	2. Enabling blending, segmenting and matching spoken to written words · Set up CVC word-building stations with magnetic letters, tiles or sound frames. · Provide picture-word matching trays for decoding practice. · Use clearly labelled resources in provision for children to decode independently. · Offer mini whiteboards for segmenting and spelling simple words. · Include phonics prompts such as "say the sounds" and "robot talk" visuals.	2. Subitising, counting and exploring numbers to 10 · Provide tens frames, rekenreks and bead strings for structured counting to 10. · Offer number bond mats for 6-10 with counters for children to explore combinations. · Create number lines to 10 at child height for independent checking. · Add labelled baskets with quantities to 10 for matching activities. · Provide "one more/one less" resources such as towers of cubes or bead strings.	2. Counting beyond 10, early comparison and sorting · Provide counting collections to 10+ (shells, buttons, cubes) for accurate counting. · Use practical "one more/one less" stations with cubes, number towers or bead strings. · Include number songs and number sequences in routines to reinforce counting patterns. · Offer sorting trays and a wide range of objects for grouping by two or more criteria. · Display visual prompts that model different ways to sort (colour, size, shape, type).	2. Learning about people who help us · Set up a role-play area with uniforms, props and tools linked to helpers. · Display old and new photos of community workers for comparison. · Provide small-world figures representing different helper roles. · Include non-fiction books showing how jobs and equipment have changed. · Offer simple maps or community pictures to spark talk about local helpers.	2. Developing friendships, empathy and cooperation · Provide cosy spaces for calm conversations and emotional regulation. · Include puppets, emotion cards and mirrors for exploring feelings. · Set up collaborative play areas with shared resources and turn-taking prompts. · Offer role-play scenarios that encourage kindness and problem-solving. · Display visual reminders of class rules about respect and care.	2. Understanding seasonal change · Create a seasonal display that changes throughout the year with children's contributions. · Provide weather tools such as rain gauges, thermometers and wind ribbons. · Offer natural materials from different seasons for sorting and comparing. · Include books and images showing animal behaviour in winter and other seasons. · Set up a simple recording station for children to note weather, light and leaf changes.	2. Using tools safely and developing fine motor skills · Set up a well-organised tool station with scissors, glue sticks, hole punchers, and tweezers. · Provide cutting lines, tearing strips and sticking mats for practising precise movements. · Offer fine-motor challenges (pinching pegs, threading beads) to build control. · Create clear safety zones where tools are used with adult modelling. · Ensure a range of adhesive materials (tape, glue, sticky dots) for independent choice.	2. Enabling narrative structure and cooperative imaginative play · Provide themed role-play areas (home corner, space station, shop) with clear roles and props. · Include story maps, character cards and sequencing visuals to support understanding of plot. · Offer construction and craft materials for children to create their own props. · Ensure spaces where small groups can negotiate and build narratives together. · Provide shared writing tools (clipboards, labels) for children to create signs, tickets and lists.