



Spring 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
*Demonstrates early two-channelled attention: can listen while engaged in another task such as drawing or play. *Begins to follow sequencing language ("first...then...after that").	*Retells familiar stories using story language. *Uses time connectives ("first", "then", "next") to organise thoughts. *Begins to invent their own stories during play or carpet sessions. *Uses increasingly complex sentences with conjunctions ("because", "so", "but").	*Can stay on task for longer periods, 10-15 minutes in adult-led tasks. *Can recover from small setbacks, e.g. a mistake. *Uses adult-taught calming strategies, e.g. deep breaths, counting. *Shows awareness of group rules and reminders.	*Identified own feelings and can name them. *Uses simple strategies to self-regulate. *Begins to talk about others feelings.	*Uses words to express feelings about relationships, "I don't like it when..." *Shows empathy through actions or words. *Reflects on how others might feel.	*Jumps over obstacles with both feet together. *Hops confidently on one foot several times. *Begins to skip with rhythm (step-hop-pattern). *Combines hopping, jumping, and running in fluid movement.	*Cuts along curved lines and around shapes with scissors. *Traces simple shapes or letters with accuracy. *Draws people with detail (head, body, limbs, facial features). *Demonstrates control colouring within lines.
Intentional Teaching						
3. Building two-channelled attention and sequencing understanding · Offer tasks where children listen while drawing or playing, praising attempts. · Introduce sequencing words ("first... then...") during instructions and activities. · Encourage children to repeat back simple sequences to check understanding. · Provide short, dual-task activities to strengthen focused listening. · Support children to act out or order events using sequencing prompts.	3. Story language, sequencing and complex sentence structure · Provide story maps or props to support retelling with key story phrases. · Model time connectives such as "first", "then", and "next" during shared tasks. · Encourage children to invent simple storylines in play or group time. · Support building longer sentences using conjunctions like "because" and "so". · Celebrate attempts to join multiple ideas into coherent explanations.	· Support focus with chunked tasks, visual schedules, timers, and limited choices to boost engagement. · Reinforce effort with specific praise and encouragement during and after sustained attention. · Foster resilience using growth mindset language, emotion coaching, reflective prompts, and themed storytime. · Teach calming strategies through modelling, guided practice, visual prompts, and a well-equipped calm corner. · Build rule awareness with co-created visuals, role play, consistent reminders, and positive reinforcement systems.	3. Emotional Literacy & Regulation - Use emotion charts and mirrors to support naming feelings. - Practise calming strategies during calm and active moments. - Embed feelings talk into stories and group discussions. - Model empathy and encourage children to notice others' emotions. - Reinforce self-regulation with accessible tools and adult support.	3. Developing Emotional Expression & Empathy · Introduce sentence stems to express relationship feelings. · Embed empathy language into stories and discussions. · Use puppets and role play to explore others' perspectives. · Encourage children to notice and respond to peers' emotions. · Reflect on feelings during circle time or story sessions	3. Ball Skills (Throwing, Catching, Rolling) · Teach children to look at the target before throwing overhead. · Model body-catches using soft, large balls. · Encourage directed rolling by showing how to aim with hands and eyes. · Demonstrate gentle bouncing techniques to support emerging control. · Introduce one-handed throwing by modelling grip and release.	3. Cutting Curves, Tracing Accuracy & Detailed Drawing · Demonstrate cutting around curves and shapes slowly, turning the paper with the other hand. · Model tracing shapes and letters by using finger-tracing first, then tool-tracing. · Support detailed drawing of people by pointing out body parts and proportions. · Show colouring within lines using controlled wrist and finger movements. · Encourage children to check their work and refine accuracy with gentle guidance.
Enabling Environment						
3. Two-channelled attention and sequencing understanding · Provide drawing, construction or fine-motor activities alongside listening opportunities. · Use sequencing cards, story maps and instruction boards for children to follow. · Create areas where children listen to audio stories while engaging in quiet play. · Offer step-by-step routine cues to practise sequencing ("first we wash hands..."). · Use small-world story trays that require children to order events.	3. Supporting story language, sequencing and complex sentences · Provide story maps, sequencing cards and puppets for retelling. · Create a storytelling station with images, prompt cards and beginning/middle/end mats. · Stock small-world areas with characters and props from familiar stories. · Offer clipboards or planning boards for children to map out their own stories. Include construction areas where children can "build" story settings and talk about them.	· Create calm spaces indoors and outdoors with tools like glitter jars, breathing prompts, and emotion thermometers for self-regulation. · Support focus with quiet zones, timers, individual work mats, and structured adult-led stations with visual schedules and choice boards. · Build resilience and emotional awareness using growth mindset prompts, emotion coaching visuals, and recovery tools like fidget toys. · Reinforce group rules with visual displays, reminder cards, and co-created class charters that promote social awareness. · Use outdoor play for emotional regulation, turn-taking, and resilience-building through games, calm zones, and challenge stations.	3. Emotional Literacy & Regulation · Add emotion charts, mirrors, and fans to calm corners. · Embed calming tools in both active and quiet zones. · Use story areas for emotion talk and reflection prompts. · Display empathy visuals and peer recognition boards. · Keep regulation kits accessible across the setting.	3. Developing Emotional Expression & Empathy · Add emotion sentence stems to calm corners and reflection areas. · Use puppets and storybooks to explore empathy and relationships. · Display emotion charts and peer recognition boards. · Include mirrors and emotion fans in quiet zones. · Embed daily circle time for feelings talk and reflection	3. Ball Skills (Throwing, Catching, Rolling) · Supply large, lightweight balls for easier catching and rolling. · Use targets on walls and floors to guide overhead throwing direction. · Provide ramps and gutters to support rolling with aim. · Introduce small baskets or hoops for bounce-and-catch challenges. · Offer lighter small balls to practise early one-handed throwing.	3. Cutting Curves, Tracing & Detailed Drawing · Provide curved cutting paths, thick paper, and high-quality child scissors. · Offer tracing templates, light boxes, and guided tracing sheets. · Include drawing prompts encouraging detailed people and scenes. · Set out colouring books and outline sheets to practise staying within lines. · Create quiet, focused work areas for precision fine-motor tasks.

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 some tricky words, "I", "the", "no", "go" *Begins to read simple captions and phrases containing both decodable and tricky words. *Understands that some words cannot be sounded out and must be learned by sight.	*Writes short, simple sentences, e.g. "The cat is big" with support. *Writes simple CVC words more independently.	*Recognises some tricky words, "I", "the", "no", "go" *Begins to read simple captions and phrases containing both decodable and tricky words. *Understands that some words cannot be sounded out and must be learned by sight.	*Explores combinations for making 10 (e.g., 6+4, 7+3). *Begins to recall number bonds to 5 and 10 with increasing confidence. *Recognises patterns such as doubles, near doubles, and pairs that make 10. *Identifies odd and even patterns through real-world examples. *Explains thinking using concrete resources and fingers.	*Recognises numerals to 10 and begins working to 15. *Adds and subtracts small quantities using objects or fingers. *Understands and use comparative language. *Begins to recognise 2d and 3d shapes and use these purposefully in play.	*Compare artifacts from the past with modern ones. *Recognise that materials and technology have changed. *Use descriptive vocabulary: "older", "newer", "different", "the same". *Sequence how objects and play have changed over time.	*Identifies places and people in their local community and enjoys talking about them. *Uses maps and simple directions effectively. *Understands that communities have shared place, e.g. a church or communal garden.	*Understand that all living things grow and change over time. *Know that plants need water, sunlight and care to grow healthily. *Observe, compare and record growth, e.g. a bean diary. *Use early scientific vocabulary like "root", "stem", "leaf".	*Makes shapes and simple forms with materials. *Roll, pinch, squash and mould malleable materials. *Fold, crumple or scrunch paper.	*Understands that ideas can be combined creatively (mixing reality and fantasy). *Create original stories or scenes in play, using speech, props and movement. *Explores expressive art, drawing scenes or characters.
Intentional Teaching									
3. Recognising tricky words and reading simple captions · Introduce tricky words explicitly and revisit them regularly in context. · Encourage reading of short captions using both decoding and sight words. · Explain why some words cannot be sounded out and must be learned by sight. · Model spotting tricky words in books and environmental print. · Support children to use known tricky words to build confidence in reading phrases.	3. Writing simple sentences with support · Model writing short sentences using finger spaces and clear letter formation. · Encourage children to write familiar CVC words independently within sentences. · Support children to rehearse their sentence verbally before writing. · Prompt use of full stops or simple punctuation as appropriate. · Guide children to read back what they have written for accuracy.	3. Recognising tricky words and reading simple captions · Introduce tricky words explicitly and practise them in context. · Model reading short captions containing both decodable and tricky words. · Explain clearly why some words must be learned by sight. · Encourage children to spot tricky words in labels, books and displays. · Support blending decodable words within simple phrases to build fluency.	3. Deepening understanding of bonds, patterns and reasoning · Provide varied experiences to explore different ways to make 10. · Encourage recall of number bonds to 5 and 10 using games and visuals. · Highlight doubles, near doubles and patterns that total 10. · Use real-life objects to discuss odd/even in meaningful contexts. · Prompt children to explain their thinking using resources and fingers.	3. Developing numeral recognition, early calculation and shape knowledge · Support recognising numerals to 10 and introduce those up to 15 gradually. · Model adding and subtracting small quantities using fingers or objects. · Encourage use of comparative language such as more, fewer, longer, shorter. · Introduce common 2D and 3D shapes and encourage using them purposefully in play. · Prompt children to describe their thinking using simple mathematical language.	3. Exploring objects from the past and present · Provide opportunities to handle old and modern objects safely. · Guide children to notice differences in materials and technology. · Model vocabulary such as "older", "newer", "different", "the same". · Support children to order objects by age or appearance. · Help them describe how toys and everyday items have changed over time.	3. Exploring the local community · Encourage children to talk about familiar places and people in their community. · Introduce simple maps and support children to follow basic directions. · Help children recognise shared community spaces and their purposes. · Provide opportunities to link real places to map symbols or photos. · Support children to talk confidently about places they visit regularly.	3. Learning about plant growth · Help children understand that living things grow and change. · Demonstrate how plants need water, light and care to stay healthy. · Support children to observe and record plant growth over time. · Introduce early scientific vocabulary like "root", "stem" and "leaf". · Encourage comparisons between different stages of plant development.	3. Manipulating materials and forming shapes · Demonstrate rolling, pinching, squashing and moulding with malleable materials. · Encourage children to explore creating simple shapes and forms. · Model folding, crumpling and scrunching paper in different ways. · Support experimentation with changing material shape through hands and tools. · Invite children to describe what they notice as materials change.	3. Creating original stories and combining ideas creatively · Encourage blending real experiences with imaginative elements in play. · Support children to invent their own story scenes using language, movement and props. · Model expressive art techniques for drawing characters, settings or events. · Invite children to retell or act out their own story ideas. · Celebrate flexible thinking when children combine unusual or original ideas.
Enabling Environment									
3. Introducing tricky words and reading simple captions · Display tricky words at child height in reading and play areas. · Provide caption cards with a mix of decodable words and tricky words. · Include early-reading books with predictable text and repeated tricky words. · Set up a "tricky word hunt" station with flashcards hidden around the room. · Offer writing prompts using tricky words (e.g., "I go...", "I no...").	3. Supporting early sentence writing · Provide sentence starters and simple word banks to guide writing. · Offer writing prompts linked to familiar books, photos or classroom events. · Set up quiet writing areas with supports such as finger space markers or sentence mats. · Include simple punctuation visuals on tables. · Provide opportunities to rehearse sentences orally with puppets or story props.	3. Supporting tricky word recognition and simple caption reading · Display tricky words in reading areas, role-play zones and writing spaces. · Provide caption cards combining decodable and tricky words for children to practise. · Use story baskets containing early texts featuring repeated tricky words. · Create tricky-word hunts or matching activities around the environment. · Offer simple sentence strips children can decode using both phonic and sight knowledge.	3. Number bonds, patterns, doubles and reasoning · Provide part-whole models, double dice and dominoes for exploring number patterns. · Offer even/odd sorting trays with real-life objects (pairs of socks, shoes, gloves). · Include number bond cards to 5 and 10 for children to practise recall. · Set up problem-solving baskets with mixed manipulatives to show different ways to make 10. · Provide finger-pattern posters and mirrors for children to explain thinking.	3. Early calculation, comparison and shape exploration · Provide numeral cards to 15, with objects children can match independently. · Include addition/subtraction baskets with counting items and simple story cards. · Offer comparative materials (towers, ribbons, containers) to practise "more", "fewer", "longer", "shorter". · Set up shape stations with 2D and 3D shapes for building, investigating and naming. · Use construction and block play to explore shape properties and purposeful use.	3. Exploring objects from the past and present · Create a discovery table with old and modern artefacts to handle safely. · Provide magnifying glasses and sorting trays for comparing materials. · Display labelled images showing how objects have changed over time. · Offer a selection of old and new toys for side-by-side exploration. · Include vocabulary cards with words like "older", "newer", "different", "same".	3. Exploring the local community · Create a small-world town with buildings, people and local landmarks. · Provide simple maps, floor maps and directional arrows for navigation play. · Display photos of familiar community places and people. · Include mark-making tools for children to draw their own maps or routes. · Offer books and images showing community spaces such as parks, shops and libraries.	3. Learning about plant growth · Provide a planting area indoors or outdoors with seeds, soil and watering tools. · Display labelled diagrams of plant parts and growth stages. · Offer magnifiers, rulers and clipboards for observing and recording growth. · Include books about plants, gardens and life cycles. · Set up a "Growing Station" with bean jars, cress trays or bulbs.	3. Manipulating materials and forming shapes · Provide malleable materials such as playdough, clay, plasticine and foam dough. · Offer tools for shaping (rollers, cutters, moulds, presses). · Include paper of various thicknesses for folding, crumpling, scrunching and shaping. · Create invitation trays encouraging children to form shapes and small models. · Provide mirrors or photos to encourage observation of shape and form.	3. Supporting original stories, creativity and combining ideas · Provide open-ended story trays with mixed real and fantastical elements. · Offer a wide range of props (keys, tubes, odd objects) that encourage imaginative combinations. · Create an art studio area with drawing prompts (characters, settings, emotions). · Include puppets, figurines and loose parts for storytelling and invented scenes. · Ensure quiet, uninterrupted spaces for children to develop unique storylines.