



Spring 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
*Listens and contributes to whole-class or small group discussion without reliance on visual cues or adult prompting. *Clarifies meaning by asking or commenting; begins to contribute relevant observations and questions in discussions.	*Listens and responds appropriately to what others say. *Waits for their turn to speak in group discussions. *Begins to add to others' ideas in conversation. *Expresses opinions respectfully and with reasons ("I think we should use blocks because..."). *Uses speaking to reason, argue, and negotiate in play.	*Begins to resolve peer conflict with adult support. *Identifies more complex emotions, e.g. lonely, frustrated. *Can stop and think before acting most of the time. *Begins to talk about strategies they can use to feel better.	*Understands consequences of behaviour. *Chooses safe ways to play. *Accepts responsibility when things go wrong.	*Starts to resolve peer conflicts with words and understanding. *Accepts compromise, "you can have it after me." *Understands consequences of actions on others.	*Throws with control using both overhand and underhand. *Catches medium-sized ball with hands (not against body). *Kicks a ball with direction and power. *Begins to show cooperative ball play (e.g. partner throwing/catching).	*Fastens and unfastens clothing independently (buttons, zips). *Uses cutlery correctly and confidently. *Brushes teeth washed hands and combs hair with less support. *Handles glues, pens, and tools without spilling or breaking.
Intentional Teaching						
4. Listening and contributing meaningfully in group discussions · Facilitate class or small-group discussions without relying on visual cues. · Encourage children to ask for clarification when they don't understand. · Prompt them to offer relevant comments or observations. · Model conversational turn-taking and building on others' ideas. · Celebrate when children contribute thoughtfully to group talk.	4. Dialogue, reasoning and cooperative conversation · Model listening behaviours and encourage children to respond thoughtfully to others. · Use group discussions to practise waiting turns before speaking. · Prompt children to build on each other's ideas using phrases like "I think..." or "Maybe...". · Support respectful sharing of opinions with simple reasoning. · Encourage children to use language to negotiate roles or solve problems in play.	· Support conflict resolution through adult modelling, emotion coaching, social stories, and role play with puppets or small world play. · Help children identify complex emotions using expanded vocabulary, nuanced feelings charts, sorting games, and reflective storytime. · Promote self-control with "Stop-Think-Choose" visuals, adult narration, timers, and inhibition games like "Simon Says." · Teach calming strategies using posters, calm kits, and guided reflection through drawing or discussion. · Create a peace table or conflict corner with emotion tools and prompts to support resolution and emotional recovery.	4. Safety, Responsibility & Problem-Solving - Use real-life scenarios and stories to explore consequences. - Encourage safe choices through discussion and visual reminders. - Support children in reflecting when things go wrong. - Provide problem-solving prompts and peer collaboration opportunities. - Celebrate responsible behaviour and thoughtful decisions.	4. Promoting Conflict Resolution & Social Understanding · Model conflict-solving phrases and respectful disagreement. · Use real-life scenarios to explore compromise and fairness. · Encourage children to reflect on the impact of actions. · Facilitate peer-led solutions with adult guidance. · Celebrate thoughtful and fair resolutions in group time.	4. Climbing, Pedalling, Early Balancing · Guide children on how to climb using hands and feet safely and confidently. · Teach smooth pedalling by modelling push-pull rhythm. · Offer light support while introducing balancing on scooters or similar toys. · Encourage linking of movements (e.g., climb then balance) with simple prompts. · Introduce small challenges that require coordinating two or more actions.	4. Independent Dressing, Hygiene & Controlled Tool Use · Model step-by-step fastening of buttons and zips, encouraging independent attempts. · Show proper cutlery grip and steady motions during mealtimes. · Reinforce self-care routines using simple visual or verbal sequences. · Demonstrate careful use of glue, pens, and tools, emphasising control rather than speed. · Encourage responsibility for keeping tools tidy and ready for learning.
Enabling Environment						
4. Listening and contributing in discussions · Set up group discussion areas with semi-circle seating to improve visibility and focus. · Provide "talk prompts" (question cards, clarification cards) to encourage contributions. · Create topic tables with interesting objects that invite observational comments. · Ensure role-play spaces promote cooperative talk and shared problem-solving. · Include visual turn-taking supports for group discussions (talking stick, name cards).	4. Enabling dialogue, negotiation and cooperative communication · Set up role-play spaces designed for shared scenarios (caf, vets, space station). · Provide talk cues like "My idea is...", "What do you think?", and "Let's try...". · Offer group-work areas where children collaborate on shared tasks or problems. · Include turn-taking supports (talking objects, visual cue cards). · Use open-ended resources (fabric, crates, props) that require negotiation and shared planning	· Create calm and regulation spaces with sensory tools, emotion cards, and visual prompts to support self-regulation and conflict resolution. · Use visual guides like "Stop-Talk-Listen-Solve" and "Stop-Think-Choose," plus role play and games to build problem-solving and impulse control. · Expand emotional awareness with feelings displays, emotion zones, and story stations that explore complex emotions. · Encourage emotional expression through drawing, journals, and guided reflection using feelings prompts and strategy walls. · Provide calm kits and dedicated areas like peace tables to help children identify emotions and choose strategies to feel better.	4. Safety, Responsibility & Problem-Solving · Use story stations and real-life props to explore consequences. · Display safety visuals in outdoor and active areas. · Include reflection prompts in quiet zones and group areas. · Provide problem-solving cards and collaborative games. · Celebrate responsible choices with group praise moments.	4. Promoting Conflict Resolution & Social Understanding · Create conflict-resolution stations with puppets and visuals. · Use real-life stories and role play to explore fairness and compromise. · Display cause-and-effect visuals to support reflection. · Provide peer-led problem-solving opportunities with adult scaffolding. · Celebrate fair resolutions with group praise and storytelling.	4. Climbing, Pedalling, and Early Balancing · Arrange accessible climbing frames with varied but manageable heights. · Provide tricycles and ride-ons with clear routes for uninterrupted pedalling. · Add beginner scooters or balance toys with wide bases. · Create stations that combine stepping, climbing, and balancing activities. · Introduce slightly more complex structures that require coordinated movements.	4. Independence With Fasteners, Hygiene & Tool Handling · Add dressing-up clothes with real buttons, zips, clasps and buckles. · Provide child-size cutlery and well-organised snack/lunch areas. · Ensure hygiene stations with mirrors, accessible soap, and visual routine cues. · Set up craft stations with glue pots, glue sticks, pens, and tools in labelled containers. · Provide real-life tools (hole punches, staplers, tape dispensers) with supervision.

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 simple sentences using decoding and memory of tricky words. *Understands what they have read and responds to it (comprehension begins to integrate). *Begins to use expression or self-correct if it doesn't make sense.	*Writes for a range of purposes, e.g. messages, stories, instructions through play. *Applies taught phonics to unknown words (phonetically plausible attempts). *Sequences ideas into sentences with some logical order.	*Listens to and identifies environmental sounds, e.g. phone ringing, dog barking. *Responds to animal sounds or sound effects in stories. *Imitates simple sounds using voice or instruments.	*Uses known number facts to solve simple problems (add, subtract, share). *Count on or back from any given number within 10). *Uses number lines, tens frames or fingers to support reasoning. *Begins to generalise ("When I take one away, it goes down by one each time"). *Records thinking using marks, tallies or simple written numerals.	*Orders and compares numbers up to 10, starting to estimate quantities. *Uses ordinal language (1 st , 2 nd , 3 rd) *Creates and continues more complex repeated patterns. *Describes position and direction using vocabulary- beside, behind, between.	*Engage with traditional tales and historical stories. *Retell familiar stories in time order using phrases like "first", "next", "then", "after that". *Recognise differences between real and fictional pasts. *Begin to connect story events to their own experiences.	*Understands that people celebrate different across cultures and that traditions connect people. *Talks about cultural celebrations that they know. *Recognises similarities and differences in traditions. *Participates in celebrations respectfully.	*Know that animals have different habitats and diets. *Understand simple life cycles: butterfly or frog. *Classify animals by type: insect, bird, mammal. *Observe carefully using magnifiers and make simple recordings.	*Combines materials to make simple constructions. *Join materials together with glue, tape or folding. *Experiments with layering.	*Recognises that actions, music and art can communicate complex ideas and emotions. *Performs imaginative stories or dances for others. *Combines expressive language, movement, and music in play. *Collaborates to plan play events.
Intentional Teaching									
4. Reading simple sentences with growing comprehension · Provide simple sentences using familiar phonics patterns and tricky words. · Model checking for meaning and encourage children to self-correct if needed. · Ask simple comprehension questions about what has been read. · Encourage reading with natural phrasing by modelling expression. · Support children to reread sentences to build fluency and confidence.	4. Writing for different purposes and applying phonics · Encourage writing during play (signs, lists, messages, stories). · Support using phonic knowledge for unknown words ("write the sounds you hear"). · Help children to sequence simple ideas into logical sentences. · Model how writing can communicate ideas to others. · Scaffold children's planning before writing (verbal storyboarding).	4. Developing listening to environmental sounds · Draw attention to everyday sounds indoors and outdoors. · Use stories or props to help children respond to animal noises or sound effects. · Encourage children to imitate sounds using their voice or simple instruments. · Provide repeated opportunities to explore how different objects make sound. · Support children to match sounds to actions in story play.	4. Applying number facts and reasoning to solve problems · Encourage using known facts to solve simple addition and subtraction problems. · Model counting on or back from any number within 10. · Teach children to use number lines, tens frames or fingers to support thinking. · Support generalisations ("taking one away makes it one less"). · Encourage simple recording through marks, tallies or digits.	4. Comparing numbers, patterns, and exploring position · Provide opportunities to order and compare numbers up to 10 independently. · Introduce simple estimating tasks and encourage checking by counting. · Model and support the use of ordinal language (1st, 2nd, 3rd). · Extend pattern work to more complex repeated patterns (ABBC, ABC). · Encourage describing position and direction using vocabulary such as beside, behind, between.	4. Engaging with stories from the past · Share traditional tales and simple historical stories regularly. · Encourage children to retell stories using time-order words. · Discuss what is real and what is imaginary in different stories. · Help children link story events to their own experiences. · Support them to talk about how life in stories differs from life today.	4. Understanding community helpers and jobs · Introduce a range of community roles through stories, visitors and role play. · Discuss how different jobs help the community in varied ways. · Encourage children to name jobs and describe what people do. · Support curiosity by inviting children to ask questions about people's work. · Help children make connections between helpers and their own experiences.	4. Exploring animals, habitats and life cycles · Support children to identify different animal habitats and diets. · Introduce simple life cycles such as a butterfly or frog. · Encourage children to classify animals into groups like insects or mammals. · Provide opportunities to observe animals closely using magnifiers. · Guide children to make simple recordings of what they notice.	4. Combining and joining materials · Show how to join materials using glue, tape or folding techniques. · Encourage combining different materials to create simple constructions. · Support experimentation with layering to add depth or effect. · Model problem-solving when materials don't stick or balance well. · Celebrate creative choices when building or assembling pieces.	4. Communicating ideas and emotions through movement, music and performance · Discuss how actions, music and artwork can show more complex feelings or ideas. · Encourage children to perform their imaginative stories or dances for others. · Model combining expressive language, gesture and sound in pretend play. · Support pairs or groups to plan imaginative events or performances collaboratively. · Provide prompts that stretch emotional expression (e.g., "How would your character feel now?").
Enabling Environment									
4. Supporting simple sentence reading and early comprehension · Create a cosy reading corner with simple sentence books and clear print. · Provide sequencing cards or picture strips linked to short texts. · Display decodable sentences on clipboards for children to read around the room. · Offer sentence-building kits with word cards for children to construct meaning. · Include puppets or props for children to act out what they have read.	4. Enabling purposeful writing and phonics application · Create areas where writing arises naturally (role-play menus, tickets, maps, messages). · Offer a variety of blank books, list pads, and mini notebooks for independent use. · Provide word walls with topic vocabulary and tricky words. · Set up story-making trays inviting children to sequence and write ideas. · Include phonics-rich resources (sound pots, grapheme cards) for applying taught skills.	4. Developing listening to environmental sounds · Provide a listening basket with shakers, bells, rattles and sound tubes. · Use sound-button books and animal sound toys in story areas. · Include simple percussion instruments to encourage sound imitation. · Create quiet spaces indoors and outdoors for listening activities. · Display pictures of familiar sounds (phone, dog, car) to support identification.	4. Using number facts to solve problems · Offer number lines, tens frames and mini-whiteboards for reasoning tasks. · Provide practical addition/subtraction challenges (snack tallying, toy sharing, cube towers). · Include mark-making tools near maths resources for recording children's thinking. · Set up challenge cards encouraging counting on/back from given numbers. · Provide containers of small objects for simple problem-solving scenarios.	4. Comparing numbers, estimating and exploring position · Offer number lines and loose parts for ordering and comparing numbers to 10. · Provide estimating jars, collection pots and "guess and check" tasks. · Include ordinal number prompts (1st, 2nd, 3rd) in races, lining up and play challenges. · Set up pattern challenges with increasingly complex repeating sequences. · Use small-world maps, obstacle courses and positional vocabulary mats for direction play.	4. Engaging with stories from the past · Stock the book corner with traditional tales and simple historical stories. · Provide story sequencing cards and puppets for retelling. · Create a small-world area linked to familiar tales. · Display story maps that model time-order language. · Offer dressing-up clothes that help children step into story roles.	4. Understanding community helpers and jobs · Set up role-play areas themed around different jobs (e.g., doctor, builder, shopkeeper). · Provide real-life artefacts or safe replicas linked to various occupations. · Display photos of helpers in the community with labels and job descriptions. · Include non-fiction books about different jobs and responsibilities. · Offer small-world figures and vehicles representing community roles.	4. Exploring animals, habitats and life cycles · Create small-world habitats such as ponds, forests, gardens and deserts. · Provide classification trays with pictures or models of insects, birds and mammals. · Offer magnifying glasses, bug viewers and identification charts. · Display simple life cycle posters (butterfly, frog, chick). Include non-fiction books about animals, habitats and diets.	4. Combining and joining materials · Offer construction trays with a mix of materials (boxes, tubes, fabric scraps, card). · Provide multiple joining options: tape dispensers, glue, split pins, folds, clips. · Create making stations where children can independently choose and combine resources. · Display examples of simple constructions to spark ideas. · Set up "tinkering tables" for experimenting with balance, layering and joining.	4. Enabling expressive communication through music, movement and performance · Set up a small performance area with scarves, instruments, costumes and microphones. · Provide floor space for group dance or movement performances. · Include mirrors and emotion cards to support expressive acting and role-play. · Offer musical instruments and sound-making objects for children to explore mood and tone. · Create collaborative play zones where children can plan imaginative events together.