



Summer 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
*Maintains sustained focus during longer story sessions or discussions. *Comfortably switches attention while multi-tasking. *Engages in extended back-and-forth conversations, uses newly learned vocabulary and asks/answers questions to deepen discussion.	*Takes on roles in imaginative play with consistent character language. *Uses varied tone, pitch, and vocabulary to bring characters and ideas to life. *Creates detailed narratives during storytelling and small-world play. *Uses language to plan, predict and reflect during play and learning. *Begins to self-correct and clarify speech to be understood by others.	*Manages turn-taking and sharing in play independently. *Adapts to small changes in routine with little support. *Applies calming/problem-solving strategies without adult prompting.	*Tries new activities with less adult re-assurance. *Accepts when things are difficult but doesn't give up. *Recovers from setbacks, e.g. not winning a game.	*Talks about friendships and shared experiences. *Shows loyalty or care for friends, e.g. checking on them if they are upset. *Works with peers towards a shared goal.	*Climbs confidently on high play structures. *Travels across beams, stepping stones or uneven surfaces. *Shows upper and lower body coordination (e.g. monkey bars). *Demonstrates safe risk-taking during physical play.	*Threads small beads or needled with accuracy. *Manipulates small objects like coins, pegs and clips confidently. *Folds paper or fabric along lines. *Begins tying knots or laces with support.
Intentional Teaching						
5. Sustained attention, flexible shifting and extended conversations · Extend story or discussion times to develop longer sustained focus. · Offer multi-step play or learning activities that require quick attention shifts. · Model and encourage rich back-and-forth conversations using new vocabulary. · Ask deeper questions to prompt children to extend talk and reasoning. · Support them to listen, respond and question during extended discussions.	5. Character language, expressive storytelling and reflective talk · Support children to stay in character using consistent language and gestures. · Model expressive tone and vocabulary when telling stories or acting out roles. · Encourage children to create detailed narratives in small-world or imaginative play. · Prompt them to plan, predict and reflect on actions using talk. · Gently support self-correction of speech to ensure clarity for listeners.	· Support independent turn-taking and sharing through role play, cooperative games, visual cues, and positive language modelling. · Help children adapt to changes using visual timetables, "Now and Next" boards, flexible adult modelling, and stories about change. · Reinforce adaptability by praising calm responses and highlighting moments of resilience during unexpected transitions. · Teach calming strategies with posters, tools, and reflective conversations, encouraging children to self-regulate without prompting. · Model problem-solving language and provide accessible resources like emotion fans and breathing cards for independent use.	5. Building Resilience & Confidence - Offer challenge-based activities with minimal adult reassurance. - Model persistence and positive self-talk during tricky tasks. - Use praise boards to highlight resilience and effort. - Reflect on setbacks and what helped recovery. - Encourage children to try first before seeking help	5. Strengthening Friendships & Shared Goals · Create collaborative tasks that require teamwork and shared focus. · Encourage children to talk about friends and shared experiences. · Use stories and displays to highlight caring behaviours. · Support peer check-ins and emotional support moments. · Reinforce group achievements with praise and celebration.	5. Spatial Awareness and Controlled Movement · Discuss how to change speed and direction safely around others. · Model how to look ahead and navigate obstacles when moving quickly. · Teach rules of simple group games to support controlled movement. · Use clapping or rhythmic cues to help children move in time. · Provide feedback on how their movements affect others in shared spaces.	5. Precision Manipulation, Folding & Early Knot Skills · Show threading techniques using one hand to hold steady and the other to guide the bead. · Model manipulating small items (pegs, clips, coins) with fingertips for control. · Demonstrate folding along a line by matching edges carefully before pressing. · Introduce simple knot-tying by breaking the process into small steps. · Encourage children to practise precision activities during play and routines.
Enabling Environment						
5. Sustained focus, flexible attention and extended conversations · Offer extended story sessions with chapter books or longer narratives. · Embed multi-step tasks in provision (STEM challenges, cooking, construction). · Provide cosy conversation corners for extended back-and-forth talk. · Create vocabulary-rich areas linked to current learning themes. · Offer provocations (photos, artefacts, questions) to deepen discussion.	5. Supporting expressive storytelling, character language and reflective talk · Create an enriched role-play area with costumes, character cards and expressive language prompts. · Provide a small stage, microphones and storytelling chairs for performances. · Offer detailed small-world setups (fairy tale world, city, forest) to inspire narrative creation. · Include prediction and reflection prompts ("What might happen next?" "Why did that work?"). · Provide mirrors and voice-recording tools to help children notice and refine their speech.	· Encourage turn-taking and sharing through cooperative play zones, visual tools, group games, and peer prompts. · Model positive language, use role play, and praise children when they share or take turns independently. · Support adaptability with visual timetables, "Now and Next" boards, flexible spaces, and stories about change. · Prepare children for transitions using cues, model flexible thinking, and celebrate calm responses to change. · Promote indepndent calming with strategy posters, calm corners, emotion tools, and reflection activities taught during calm moments	5. Building Resilience & Confidence · Create challenge zones with minimal adult input and "I can..." prompts. · Display resilience quotes and effort-focused praise boards. · Include reflection stations for discussing setbacks and recovery. · Offer retry opportunities in creative and construction areas. · Reinforce "try first" attitudes with peer encouragement	5. Strengthening Friendships & Shared Goals · Set up collaborative challenges in construction, art, or outdoor areas. · Use friendship walls to display shared experiences and drawings. · Include caring behaviour stories in book corners and displays. · Encourage peer check-ins through role play and real-life prompts. · Celebrate teamwork with group rewards and shared achievements.	5. Spatial Awareness and Controlled Movement · Design open spaces with marked pathways for practising controlled speed changes. · Include obstacle routes that require safe manoeuvring around others. · Provide small-group movement games with simple stop/start rules. · Incorporate music and rhythm activities for timed movement responses. · Add co-operative games where children must adjust pace and direction together.	5. Precision Tasks: Threading, Folding & Manipulating Small Items · Provide threading activities with small beads, needles (blunt), and pattern cards. · Include fine-motor trays with coins, pegs, clips, screws, and tweezers. · Offer folding activities: origami starters, pre-folded lines, small square papers. · Set up early knot-tying or lacing boards for scaffolded practice. · Ensure small, organised resources accessible in labelled baskets for independence.

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 with growing fluency and expression. *Recognises a wider range of high-frequency words on sight. *Begins to pause at full stops notice punctuation.	*Begins to use descriptive language in writing, e.g. "The big red bus." *May start to use 'and' to join ideas. *Is confident to 'have a go' at writing. *Can write CVC words independently. *Can write simple sentences using a sounds mat.	*Reads with growing fluency and expression. *Recognises a wider range of high-frequency words on sight. *Begins to pause at full stops and notice punctuation.	*Shows automatic recall of number bonds to 5 and some to 10. *Describes and continues number patterns (e.g., counting in 2s, 5s, 10s). *Makes connections between addition and subtraction. *Begins to double and halve numbers within 10 using real objects. *Confidently talks about relationships between numbers.	*Counts beyond 15 and begins to recognise numbers to 20. *Solves practical addition/subtraction problems using real objects or stories. *Estimates more accurately and checks by counting. *Begins to record numbers through marks or numeral	*Recall events that are celebrated each year, e.g. bonfire night. *Understand that some events happened long ago and are remembered by many people, e.g. Remembrance Day. *Compare past and present celebrations. *Use time-related vocabulary, e.g. "every year", "a long time ago", "now". *Express emotions and empathy when talking about historical events.	*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.	*Explore natural phenomena: rain, wind, sun, shadow, clouds. *Begin to understand simple cause and effect in nature. *Investigate through play and observation. *Use simple tools to test and record findings.	*Explores colours, patterns and textures. *Applies colours using brushes, fingers or stamps. *Creates simple patterns and textures.	*Understands that creativity can be shared, discussed and refined with others. *Uses imagination to solve problems in play or games. *Creates more detailed drawings, models or story props. *Explains ideas clearly to peers.
Intentional Teaching									
5. Developing fluency, expression and awareness of punctuation · Encourage children to read sentences and short texts with increasing smoothness. · Introduce a wider range of high-frequency words for instant recognition. · Model pausing at full stops and noticing punctuation. · Support expressive reading through echo reading or simple performance tasks. · Provide repeated reading opportunities to strengthen fluency.	5. Adding detail, joining ideas and growing independence · Encourage descriptive words to add detail to sentences. · Model using 'and' to join ideas and prompt children to try it. · Praise children for having a go at writing without hesitation. · Support independent writing of CVC and familiar words. · Provide sound mats to help children write simple sentences confidently.	5. Developing fluency, expression and awareness of punctuation · Provide repeated reading opportunities to build smooth, fluent decoding. · Introduce a wider range of high-frequency words for quick recognition. · Model pausing at full stops and noticing punctuation cues. · Encourage expressive reading through echo, paired or performance-style reading. · Support children to read longer sentences or short paragraphs with confidence.	5. Building fluency and understanding number relationships · Practise automatic recall of bonds to 5 and some to 10. · Encourage children to spot, describe and extend patterns (2s, 5s, 10s). · Highlight how addition and subtraction are connected. · Provide doubling and halving opportunities using concrete objects. · Support children to talk confidently about number relationships.	5. Counting further, estimating and solving simple problems · Support counting beyond 15 and begin recognising numerals up to 20. · Encourage solving practical addition and subtraction problems using real objects or stories. · Promote making simple estimates and checking accuracy through counting. · Provide opportunities to record numbers using marks or emergent numerals. · Encourage children to explain their mathematical choices or strategies.	5. Understanding celebrations and historical events · Revisit annual celebrations and discuss why they happen. · Introduce events remembered by many people, explaining they happened long ago. · Compare how celebrations looked in the past and how they look now. · Model and encourage time vocabulary such as "every year" and "a long time ago". · Support children to express feelings and empathy when learning about events.	5. Exploring cultural celebrations and traditions · Share stories, photos and objects linked to different cultural celebrations. · Encourage children to talk about celebrations they know or take part in. · Support children to notice similarities and differences between traditions. · Model respectful participation during celebrations and cultural activities. · Provide opportunities for children to express how celebrations bring people together.	5. Investigating natural phenomena · Encourage exploration of rain, wind, sun, shadows and clouds. · Support children to notice simple cause-and-effect relationships in nature. · Provide opportunities for hands-on investigation and outdoor enquiry. · Introduce simple tools for testing and recording findings. · Help children talk about what they discovered and why it happened.	5. Exploring colour, pattern and texture · Teach how to apply colour using brushes, fingers, sponges or stamps. · Encourage children to explore patterns using lines, shapes or repeated marks. · Support them to create textures through rubbing, pressing and layering. · Introduce vocabulary for describing colour and texture variations. · Invite experimentation with mixing and combining effects.	5. Sharing, refining and problem-solving through creativity · Encourage children to talk about their creative ideas and listen to others' suggestions. · Support using imagination to solve problems during games or role-play challenges. · Provide opportunities to create more detailed drawings, models or story props. · Prompt children to explain their ideas clearly to peers. · Model gentle reflection ("What might make your idea even better?").
Enabling Environment									
5. Developing fluency, expression, and awareness of punctuation · Provide books and sentence strips with punctuation clearly highlighted. · Set up a "reading performance" area with microphones and puppets for expressive reading. · Include paired-reading stations for echo reading or repeated reading. · Offer fluency cards with simple sentences for re-reading practice. · Display vocabulary charts with high-frequency words for quick recognition.	5. Supporting descriptive writing, joining ideas and confidence · Offer themed vocabulary mats (e.g., transport words, animal words, colour adjectives). · Provide picture prompts and story scenes to inspire detailed writing. · Display conjunction prompts such as "and" or "because." · Ensure easy access to sound mats, alphabet cards and HFW (high-frequency word) cards. · Create cosy writing corners where children feel confident to "have a go."	5. Supporting fluency, expression and awareness of punctuation · Offer books with predictable punctuation and larger print for early fluency work. · Include performance reading areas with microphones and puppets. · Provide paired-reading spaces to encourage echo or buddy reading. · Use fluency cards or short passages for repeated reading practice. · Display punctuation visuals (full stop, question mark, exclamation) at child level.	5. Developing fluency, understanding patterns and number relationships · Provide pattern resources for counting in 2s, 5s and 10s (pairs of socks, bundles of sticks, tens-frame cards). · Include flashcards and games for quick recall of bonds to 5 and some to 10. · Offer doubling/halving stations with mirrors, cubes and bead strings. · Display number facts and relationships (e.g., part-whole posters). · Provide open-ended problem-solving provocations to show connections between facts.	5. Counting to 20, solving problems and early recording · Provide number fans, number cards and matching objects to encourage recognition to 20. · Set up practical addition/subtraction stations (role-play shop, snack counting, story problems). · Include estimation games with opportunities to count and check accuracy. · Offer clipboards, chalkboards and number templates for emergent recording. · Ensure open-ended resources that allow children to represent their thinking visually.	5. Understanding celebrations and historical events · Display photos of annual celebrations from past and present. · Provide artefacts linked to celebrations (e.g., poppies, lanterns, sparklers-safe replicas). · Include books and videos showing how events were celebrated long ago. · Offer craft materials for children to create symbols of celebrations. · Create a reflection space where children can talk about feelings linked to events.	5. Exploring cultural celebrations and traditions · Create a celebration display with artefacts, photos and children's contributions. · Provide dressing-up clothes, music and props linked to different cultural events. · Include storybooks and images showing celebrations from around the world. · Offer craft materials for making symbols of celebrations (e.g., lanterns, rangoli patterns). · Provide sensory experiences linked to traditions, such as colours, patterns or textures.	5. Investigating natural phenomena · Set up a weather exploration area with windmills, mirrors, torches and shadow screens. · Provide water trays, funnels and containers for exploring rain and flow. · Offer materials that move in the wind such as ribbons, scarves and streamers. · Include cloud charts, sun dials or simple shadow markers outdoors. · Provide clipboards and simple tools for children to test and record what they notice.	5. Exploring colour, pattern and texture · Provide a paint area with varied tools (brushes, sponges, stamps, rollers, fingers). · Offer textured surfaces (bubble wrap, corrugated card, fabric scraps) for printing. · Set up mark-making trays with patterns and lines for inspiration. · Ensure colour-mixing palettes and a range of paint types (watercolour, ready-mix). · Display pattern prompts and examples for children to copy or adapt.	5. Supporting creativity as a shared, reflective and problem-solving process · Provide project tables where children can create props, drawings or models to extend play. · Include collaborative games and creative problem-solving challenges. · Offer spaces where children can display ongoing work and discuss ideas with others. · Provide story planners, idea boards and reflection prompts ("What will you try next?"). · Stock high-quality art and construction materials for more detailed creations.