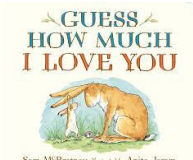
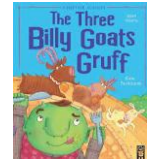


# Newburgh Primary school

## Reception Foundational Knowledge and Skills Progression

| Theme                                             | My New School                                                                                                   | Festivals                                                                                                          | Frozen lands                                                                                        | Dinosaurs                                                                                                          | In my garden                                                                                                       | My world & Community                                                                                             |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                                                   | <b>Autumn 1<br/>7.5 weeks</b>                                                                                   | <b>Autumn 2<br/>7 weeks</b>                                                                                        | <b>Spring 1<br/>6 weeks</b>                                                                         | <b>Spring 2<br/>5 weeks</b>                                                                                        | <b>Summer 1<br/>6 weeks</b>                                                                                        | <b>Summer 2<br/>7 weeks</b>                                                                                      |
| <b>Curriculum enrichment/<br/>Visit/ Visitors</b> | Reception Tea Party<br>Orchestra visit<br>Harvest crafts                                                        | Nativity<br>Theatre visit<br>Diwali crafts<br>Walk to post box                                                     | Forest Schools<br>Chinese New Year<br>People who help us                                            | Easter crafts<br>Eid                                                                                               | Hill close gardens trip<br>Life cycles - butterflies                                                               | Sports day<br>Farm visit                                                                                         |
| <b>Outcome</b>                                    | Self-portraits                                                                                                  | Nativity                                                                                                           | Penguin art                                                                                         | Building an egg                                                                                                    | Grow a flower                                                                                                      | Make a boat                                                                                                      |
|                                                   |                                                                                                                 |                                                                                                                    |                                                                                                     |                                                                                                                    |                                                                                                                    |                                                                                                                  |
| <b>English-core text</b>                          | Guess How Much I Love You<br> | Colin and Lee Carrot and Pea<br> | Lost & Found<br> | The Three Billy Goats Gruff<br> | The Very Hungry Caterpillar<br> | Where the wild things are<br> |
| <b>Supporting texts</b>                           | The Colour Monster Goes to School<br>Leaf Man<br>Bear's don't share<br>Lulu's First Day<br>The Dot              | Chapati Moon<br>Gingerbread Man<br>Dear Santa<br>Little Glow<br>The Tiger who came to tea                          | Poles Apart<br>Penguin<br>Little Penguin<br>Mr Wolf's Pancakes<br>I love Chinese New Year           | How to look after a dinosaur<br>Dinosaurrumpus<br>Mad about dinosaurs<br>My Most Exciting Eid                      | Jack and the Beanstalk<br>Tilda's Sunflower<br>Oliver's Vegetables                                                 | Clean up<br>Martha Maps it out<br>The Night Pirates                                                              |

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## Reception Foundational Knowledge and Skills Progression

At Newburgh Primary School, we recognise the Early Years Foundation Stage (EYFS) as a vital period in a child's education where the foundations for lifelong learning are established. Our EYFS curriculum is designed to provide a rich, engaging, and nurturing environment that supports every child's development across all areas of learning. This progression document outlines the development of foundational knowledge and skills throughout the EYFS.

### Communication and language - ELG

#### 1. Listening, attention and understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### 2. Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

| Area of Learning                              | Autumn 1                                                                                                            | Autumn 2                                                                                                                | Spring 1                                                             | Spring 2                                                                                       | Summer 1                                                                                        | Summer 2                                                                                |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Listening, Attention and Understanding</b> | To understand why listening is important and can listen carefully<br>To be able to follow instructions / directions | To engage in story times, joining in with repeated phrases<br>To understand why questions<br>To respond to instructions | To follow more complex instructions<br>To retell a story using props | To follow a story without pictures or prompts<br>Can switch attention from one task to another | To understand questions such as who, what, where, when, why and how<br>Make comments about what | To have a conversation when engaged with adults and peers with back and forth exchanges |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                              |                                                                                                    |                                                                                                              |                                                                                                      |                                                                                                           |                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                              | with more than one step                                                                            |                                                                                                              |                                                                                                      | they have heard                                                                                           |                                                                                                                                    |
| <b>Speaking</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | To talk to their teacher and other supporting adults<br>To learn new vocabulary linked to the topic learning | To join in with a range of songs and rhymes<br>To use new vocab throughout their learning and play | To develop confidence talking to other adults they know in school<br>Use talk in their play to express ideas | Learn and use new vocabulary<br>To share their work with others<br>Enjoy being part of conversations | Use talk to organise thinking and explain ideas<br>Offer explanations<br>Express their ideas and thinking | To talk to a range of adults around school<br>To talk about why things happen<br>To talk in full sentences using a range of tenses |
| <b>Personal, Social and Emotional Development – ELG</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                              |                                                                                                    |                                                                                                              |                                                                                                      |                                                                                                           |                                                                                                                                    |
| <p><b>1. Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>2. Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong, and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</li> </ul> <p><b>3. Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> </ul> |                                                                                                              |                                                                                                    |                                                                                                              |                                                                                                      |                                                                                                           |                                                                                                                                    |

# Newburgh Primary school

## Reception Foundational Knowledge and Skills Progression

| <ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs</li> </ul> |                                                                                                                                                        |                                                                                                                                                         |                                                                                                                                                       |                                                                                                                                             |                                                                                                        |                                                                                                             |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Area                                                                                                 | Autumn 1                                                                                                                                               | Autumn 2                                                                                                                                                | Spring 1                                                                                                                                              | Spring 2                                                                                                                                    | Summer 1                                                                                               | Summer 2                                                                                                    |
| <b>Self-regulation</b>                                                                               | To talk about how they feel in simple terms<br>Give reasons if they are upset<br>Sociable, able to take turns and share                                | Build good relationships<br>To be aware of the needs of others<br>To make independent choices and try new things                                        | To cooperate with others and begin to resolve conflicts<br>They can talk about their own emotions                                                     | To show resilience and perseverance in the face of challenge<br>They can work well with others<br>They respond to more complex instructions | Continue to show an understanding of how to manage their own feelings and those of others              | To be able to give focused attention during extended whole class teacher sessions, responding appropriately |
| <b>Managing self</b>                                                                                 | To independently be able to use the toilet, wash hands, put on coat<br>To explore the classroom environment<br>To begin to understand the school rules | To have confidence to try new activities<br>To develop an ability to follow the school rules<br>To talk about healthy choices and why this is important | To begin to show resilience and perseverance to work towards simple goals<br>To independently fasten a zip on a coat and get ready for Forest Schools | To identify ways to stay healthy, the importance of healthy food choices and oral hygiene                                                   | To show a good level of independence to manage own basic needs<br>Independently dress and undress self | To show a can do attitude to change and transition                                                          |

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## Reception Foundational Knowledge and Skills Progression

|                                    |                                                                                                                                                                                |                                                                                                                                                                       |                                                                                                                                                                                       |                                                                                                                                                            |                                                                                                                                                     |                                                                                                                                                                                         |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Relationships</b>      | <p>To independently seek the support from adults when needed</p> <p>To gain confidence to speak to others</p> <p>Play with children who are playing with the same activity</p> | <p>To speak to 'safe adults' if they are feeling uncomfortable</p> <p>To begin to develop friendships</p> <p>To build positive relationships with reception staff</p> | <p>See themselves as a valuable individual</p> <p>To begin to work in a group with support from adults</p> <p>To take turns during groups work and when playing games with others</p> | <p>Identify and moderate their own feelings</p> <p>To listen to the ideas of others</p> <p>To find solutions to disagreements with support from adults</p> | <p>To work and play cooperatively and take turns with others</p> <p>To develop positive attachments to adults and peers – to support transition</p> | <p>To show sensitivity to their own and to others' needs</p> <p>To develop strong friendships</p> <p>To listen to the ideas of others and find solutions and compromise during play</p> |
| <b>Jigsaw PSHE Topics</b>          | <b>Being me in my world</b>                                                                                                                                                    | <b>Celebrating difference</b>                                                                                                                                         | <b>Dreams and goals</b>                                                                                                                                                               | <b>Healthy Me</b>                                                                                                                                          | <b>Relationships</b>                                                                                                                                | <b>Changing me</b>                                                                                                                                                                      |
| <b>Jigsaw knowledge and skills</b> | <p>To know that some people are different from me</p> <p>To know that hands should be used kindly</p> <p>To know special things about myself</p>                               | <p>To know what being unique means</p> <p>To know the names of some emotions</p> <p>To know some qualities of</p>                                                     | <p>To know that it is important to keep trying</p> <p>To know what a goal and a challenge is</p> <p>To understand that challenges can be difficult</p>                                | <p>To know some things to do to stay healthy</p> <p>To know the names of some body parts</p> <p>To know what to do if they get lost</p>                    | <p>To know that friends sometimes fall out</p> <p>To learn some ways to mend a friendship</p> <p>To recognise what being angry is like</p>          | <p>To know the names and functions of some parts of the body</p> <p>To know we grow from a baby to an adult</p>                                                                         |

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## Reception Foundational Knowledge and Skills Progression

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                  | being a positive friend<br>To know that families are different                                  | To celebrate when successful                                                                                                                               |                                                                                                                                 |                                                                                       | To know who they can talk to if they feel worried                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Physical Development – ELG</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                  |                                                                                                 |                                                                                                                                                            |                                                                                                                                 |                                                                                       |                                                                                       |
| <b>1. Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>2. Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing</li> </ul> |                                                                                                                                  |                                                                                                 |                                                                                                                                                            |                                                                                                                                 |                                                                                       |                                                                                       |
| Area of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 1                                                                                                                         | Autumn 2                                                                                        | Spring 1                                                                                                                                                   | Spring 2                                                                                                                        | Summer 1                                                                              | Summer 2                                                                              |
| <b>Gross Motor and Fundamental Movement Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | To develop their large muscles by jumping, carrying equipment, digging in the sand etc.<br>Develop large anticlockwise movements | To jump, hop, balance and move in a variety of ways with increasing control (outdoor provision) | To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor<br>To safely explore apparatus – balancing and | To develop the overall body strength, co-ordination, balance and agility needed to engage successfully in a range of activities | To negotiate space and obstacles safely, with consideration for themselves and others | To demonstrate strength, balance and coordination when playing and move energetically |



|                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                             |                                                                                                                                                                                                         |                                                                                                                                                                     |                                                                                                                                       |                                                 |                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                             |                                                                                                                                                                                                         | travelling safely<br>(PE sessions)                                                                                                                                  |                                                                                                                                       |                                                 |                                                                                                                                                                                  |
| <b>Fine motor skills</b>                                                                                                                                                                                                                                                                           | To show a preference for a dominant hand<br>To mark make using shapes<br>To begin to use a tripod grip<br>To thread large beads<br>To hold scissors correctly to make snips in paper<br>To use tweezers to transfer objects | To hold a knife and fork correctly<br>To hold scissors correctly and cut along straight or zig-zag lines<br>To use a tripod grip when mark making<br>To begin to write taught letters and numbers (123) | To continue to use a tripod grip for mark making<br>To thread with small beads<br>To understand how to use equipment safely e.g. scissors, glue & in Forest Schools | To hold scissors safely and correctly to cut out large shapes<br>To write taught letters and numbers (456) with the correct formation | To begin to show accuracy and care when drawing | To hold a pencil in a tripod grip and form letters and numbers (789 10) correctly<br><br>Use a range of small tools independently, including scissors, paintbrushes and cutlery. |
| <b>Literacy - ELG</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                             |                                                                                                                                                                                                         |                                                                                                                                                                     |                                                                                                                                       |                                                 |                                                                                                                                                                                  |
| <b>1. Comprehension</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> </ul> |                                                                                                                                                                                                                             |                                                                                                                                                                                                         |                                                                                                                                                                     |                                                                                                                                       |                                                 |                                                                                                                                                                                  |

# Newburgh Primary school

## Reception Foundational Knowledge and Skills Progression

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

### 2. Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### 3. Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

| Area                 | Autumn 1                                                                                                                                                                                         | Autumn 2                                                                                                                                                                   | Spring 1                                                                                                                       | Spring 2                                                                                                                      | Summer 1                                                                                                              | Summer 2                                                                                                                                                        |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Comprehension</b> | To use pictures to tell a story<br>To listen to stories read and engage in story time making predictions about what will happen next<br>To independently look at a book, turning pages carefully | To sequence familiar stories and perform from memory<br>To join in with repeated phrases and actions in stories<br>To begin to answer questions about stories read to them | To role play and act out stories they have heard<br>To begin to understand the sequence of a story – beginning, middle and end | To begin to predict what might happen next in a story<br>To identify and talk about the characters in books they are enjoying | To begin to answer question about what they have read<br>To use vocab that is influenced by their experience of books | To answer questions about what they have read<br>To anticipate key events in stories<br>Retell stories using their own words and recently introduced vocabulary |



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## Reception Foundational Knowledge and Skills Progression

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|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Word Reading</b>                             | <p>To recognise their written name</p> <p>To identify most initial sounds in words</p>                                                                           | <p>To recognise taught set 1 sounds</p> <p>To begin to orally segment and blend sounds in words</p>                                               | <p>To recognise taught set 1 sounds and red words introduced</p> <p>To read CVC words</p> <p>To read books matched to phonics ability</p>                                     | <p>To recognise taught set 1 and set 2 sounds</p> <p>To read red words introduced</p> <p>To read books matched to phonics ability</p>                                                                        | <p>To begin to read longer captions and sentences using sounds taught</p> <p>Say a sounds for each letter of the alphabet and at least 10 digraphs</p>               | <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (red words)</p>                                       |
| <b>Writing<br/>Handwriting<br/>Drawing Club</b> | <p>To give meaning to the marks they make as they write</p> <p>To copy taught shapes and letters</p> <p>To begin to represent some initial sounds in writing</p> | <p>Write some or all of their name</p> <p>Write some letters accurately using correct letter formations – explicit handwriting sessions daily</p> | <p>Form lower-case letters correctly from the correct starting point (explicit handwriting sessions daily)</p> <p>To begin to segment and blend sounds to spell CVC words</p> | <p>To begin to write short phrases with words with known letter-sound correspondences</p> <p>Letters with anticlockwise movements are mostly correctly formed</p> <p>Explicit handwriting sessions daily</p> | <p>To form most lowercase letters correctly</p> <p>To begin to segment and write longer words using phonics knowledge</p> <p>Explicit handwriting sessions daily</p> | <p>To begin to read their written work back and check for meaning</p> <p>To write simple phrases and sentences that can be read by others</p> <p>Explicit handwriting sessions daily</p> |

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## Reception Foundational Knowledge and Skills Progression

### Mathematics ELG

#### 1. Number

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### 2. Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

| Area – White Rose | Autumn 1                                                                                | Autumn 2                                                                                                                                                | Spring 1                                                                                                                                                                 | Spring 2                                                                                                                                                                                           | Summer 1                                                                                                                                                          | Summer 2                                                                                                  |
|-------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Number</b>     | Matching objects<br>Sorting objects<br>Comparing the size, height and length of objects | Representing and sorting and comparing numbers: 1,2,3<br>1 more and 1 less<br>Matching numbers and objects<br>Representing, sorting and comparing 4 & 5 | One less – 5<br>currant buns<br>5 speckled frogs<br>Representing 0<br>Making 5<br>Equal and unequal groups<br>Composition of numbers to 5<br>Comparing mass and capacity | Representing and sorting numbers 9,10<br>Ordering numbers to 10<br>Composition of 9 & 10<br>Counting back – ten in the bed<br>Comparing numbers to 10<br>Making 10<br>3D shapes – matching objects | Matching pictures and numbers<br>Tens frame subtraction<br>Missing numbers<br>Ordering numbers to 20<br>Counting on<br>Adding 1 and 2 more<br>Taking away 1 and 2 | Doubling<br>Sharing<br>Grouping<br>Odd and even<br>Problem solving based on books – Mrs Gumpy's<br>Outing |



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- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### 2. People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### 3. The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

| Area                    | Autumn 1                        | Autumn 2                                                                                                                 | Spring 1                                                                                                   | Spring 2                                                                         | Summer 1                                                                     | Summer 2                                                                                                                                   |
|-------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Past and Present</b> | Comment on images from the past | To talk about the lives of people around us<br>To recall some facts about selected historical events e.g. Bonfire Night, | To begin to know about the past through settings, characters and events encountered in books read in class | To compare and contrast characters from stories, including figures from the past | To talk about the lives of the people around them and their roles in society | To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class |

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## Reception Foundational Knowledge and Skills Progression

|                                        |                                                                      |                                                                                              |                                                                                                                                                                                                |                                                                                                        |                                                                                                                                                             |                                                                                      |
|----------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|                                        |                                                                      | Remembrance Day etc.                                                                         |                                                                                                                                                                                                |                                                                                                        |                                                                                                                                                             |                                                                                      |
| <b>People, culture and communities</b> | Talk about members of their family and community                     | To identify different celebrations and how people celebrate e.g. Harvest, Diwali, Christmas. | To recognise that people have different beliefs and celebrate special times in different ways<br>To know about people who help us within the local community<br>To talk about Chinese New Year | To know that Christians celebrate Easter<br>To know that Muslims celebrate Eid                         | To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts | To draw information from a simple map                                                |
| <b>RE &amp; Worldviews Scheme</b>      | <b>F1 How can people show they belong together?</b>                  |                                                                                              | <b>F2 Who are the people in sacred (special) stories and why might they still be important today?</b>                                                                                          |                                                                                                        | <b>F3 How do people know how to treat each other?</b>                                                                                                       |                                                                                      |
| <b>The natural world</b>               | To use all their senses in hands on exploration of natural materials | To explore collections of materials with similar and/or different properties.                | To describe what they see, hear and feel whilst outside, exploring the environment in Forest Schools                                                                                           | To understand the basic elements of life cycles<br><br>To identify and recognise the changes in Spring | To explore the natural world around them, making observations and drawing                                                                                   | To understand some important processes and changes in the natural world around them, |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                      | To know features of their own environment                                                                                                                                                                                                                                                                       | Talk about what they see, using a wide vocabulary<br><br>To identify and recognise the changes in Autumn | To identify and recognise the changes in Winter |          | pictures of animals and plants<br>To plant a seed and care for a plant | including the seasons and changing states of matter – exploring floating and sinking and waterproof materials |
| Technology / computing                                                                                                                                                                                                                                                                                                                                                               | To show and interest in technological toys – IWB, iPad, toys with knobs, pulleys and buttons<br>To learn about e-safety<br>To use the iPad to take photos<br>To use the IWB to draw pictures and play games<br>To learn about early programming by exploring beebots and understand why sequencing is important |                                                                                                          |                                                 |          |                                                                        |                                                                                                               |
| Expressive arts and design - ELG                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                 |                                                                                                          |                                                 |          |                                                                        |                                                                                                               |
| 1. Creating with Materials <ul style="list-style-type: none"><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>Share their creations, explaining the process they have used.</li><li>Make use of props and materials when role playing characters in narratives and stories.</li></ul> |                                                                                                                                                                                                                                                                                                                 |                                                                                                          |                                                 |          |                                                                        |                                                                                                               |
| 2. Being Imaginative and Expressive <ul style="list-style-type: none"><li>Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>Sing a range of well-known nursery rhymes and songs.</li><li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li></ul>                                  |                                                                                                                                                                                                                                                                                                                 |                                                                                                          |                                                 |          |                                                                        |                                                                                                               |
| Area                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 1                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                 | Spring 1                                        | Spring 2 | Summer 1                                                               | Summer 2                                                                                                      |

# Newburgh Primary school

## Reception Foundational Knowledge and Skills Progression

| Focus theme & artist                    | Collage –<br>Brianna<br>McCarthy                                                                                                                          | Sculpture –<br>Raymond<br>Briggs                                                                                                                                                                                              | Photography –<br>Penguins – iPad                                                                                                           | Collaborative<br>models –                                                                                                                                                                            | Painting – Van<br>Gough                                                                                                                                                        | Colour mixing –<br>Maurice<br>Sendak                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Creating with materials</b>          | To develop their own ideas and then decide which materials to use to express them<br>To join different materials and explore different textures (collage) | To explore different materials freely, to develop their ideas about how to use them and what to make (clay)<br>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. | To explore, use and refine a variety of artistic effects to express their ideas and feelings – iPad penguins                               | To return to and build on their previous learning, refining ideas and developing their ability to represent them<br>To create collaboratively, sharing ideas, resources and skills (dinosaur models) | To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (painting sunflowers, pastel vegetables) | To share their creations, explaining the process they have used<br>To make use of props and materials when role playing characters in narratives and stories (wild things) |
| <b>Being imaginative and expressive</b> | To experiment with different instruments and sounds<br>To create patterns using body percussion                                                           |                                                                                                                                                                                                                               | To join in with whole class singing – attend whole school singing assembly & Warwick Singing Towns<br>To create musical patterns – ukulele |                                                                                                                                                                                                      | To join in with whole class singing – attend whole school singing assembly & Warwick Singing Towns                                                                             |                                                                                                                                                                            |

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## Reception Foundational Knowledge and Skills Progression

|  |                                                              |                                                                                           |                                        |
|--|--------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------|
|  | To use costumes, songs and resources to act out the nativity | To learn dance routines and move to the music – Danny Go<br>To act out well known stories | To create and perform a song and dance |
|--|--------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------|