

Our Reception Vision

At Robertswood, we have a bespoke curriculum planned to meet the needs of each individual child in Reception. It is a flexible, ambitious document, carefully sequenced to show everything we want the children to learn. We use the EYFS Statutory Framework, organised into seven areas of learning (three prime and four specific) rather than subjects, and Development Matters and Birth to 5 Matters guide our planning. When developing these plans, we always consider the cultural capital and the interests of our children, so that they can broaden their horizons through new experiences and be opened to a new world of wonder and learning.

The EYFS framework identifies the essential role of play. Our indoor and outdoor environments give children the space to invent their own play, and it is through both child-led play and play guided by an adult that children develop confidence, build relationships and extend their vocabulary. The Characteristics of Effective Teaching and Learning - playing and exploring, active learning, and creating and thinking critically - run through everything we do.

This document sets out, half term by half term, the skills our Reception children build across the seven areas of learning. It is aligned to our Curriculum Overview, to Little Wandle phonics, White Rose Maths, Literacy Tree, Drawing Club and Poetry Basket, and it converges on the Early Learning Goals by the end of Summer 2. It sits alongside our seven Early Learning Aspirations - Imagine, Question, Manage, Draw, Create, Solve and Write - whose six stages are used as checkpoints across the year.



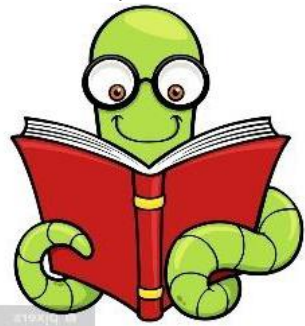
Reception Knowledge and Skills Curriculum Progression

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-termly themes	All about me Where I live Seasons - autumn	Celebrate the World Seasons - winter	Toys Minibeasts Seasons - winter	Fairy Tales Plants Seasons - spring	Looking after myself When I grow up Seasons - spring	Dinosaurs Holidays Seasons - summer
Communication and language						
Listening, attention and understanding 	Listens to short stories in a whole-class group and sits showing interest for 5 minutes (The Colour Monster, Where the Wild Things Are). Follows a one-part instruction without it being repeated, e.g. put on your coat. Understands 'who' and 'what' questions about themselves, family and home.	Follows a two-part instruction, e.g. wash your hands then line up at the door. Listens and responds to Rhyme Time, Poetry Basket and Nursery Rhyme Week. Asks 'who' and 'what' questions to find out more about celebrations.	Maintains attention in Drawing Club and Helicopter Stories and can retell one familiar story in their own words. Understands 'why' questions about the butterfly life cycle. Listens while busy at an activity (dual-channelled attention).	Listens to a story for up to 10 minutes and follows along, telling their own short story of at least two sentences. Understands 'how' and 'why' questions about fairy tales and plant growth. Gives a two-part instruction to another child or adult.	Follows an unfamiliar story and suggests an action without being prompted. Listens attentively to visitors (people who help us) and asks relevant questions to clarify understanding. Holds a back-and-forth conversation with an adult.	ELG: listens attentively and responds with relevant questions, comments and actions in small groups, whole class and one-to-one. Makes comments about what they have heard and asks questions to clarify. Holds conversation during back-and-forth exchanges with adults and peers.
Speaking 	Talks about themselves, their family and where they live using topic vocabulary: homes, family, maps, autumn. Speaks in short sentences to a familiar adult and joins in with repeated refrains.	Uses well-formed sentences (Talk Boost) and recounts the main events of a story in their own words. Uses celebration vocabulary: Christmas, winter, celebrate, nativity, bonfire, firework, Diwali.	Retells a familiar story in their own words and uses three different actions to act it out (Helicopter Stories). Uses minibeast names and life-cycle vocabulary; talks to solve problems in play.	Tells their own short story of at least two sentences, including actions when acting out. Uses story language: character, setting, fiction, fairy tale. Explains how a plant grows.	Speaks in full sentences, using past and future tense with modelling from adults. Asks a familiar adult a question confidently and without prompting. Uses vocabulary about adults, jobs, growing and changing.	ELG: participates in small group, class and one-to-one discussions, offering their own ideas and using recently introduced vocabulary. Verbally tells a story with one main character, a clear setting and a simple problem, and can act out their own story.

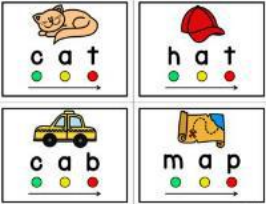
Reception Knowledge and Skills Curriculum Progression

<i>Personal, social and emotional development</i>						
Self-regulation 	Begins to name and talk about feelings using The Colour Monster. Separates from their carer and settles into daily routines. Sits and shows interest for 5 minutes during a short story.	Recognises feelings in themselves and others; waits for a turn and shares with adult support. Begins to follow rules and respond to boundaries during Nativity rehearsals.	Shows growing patience and sustains focus in an adult-led activity. Talks about how a character feels and why (Little Red, Super Milly).	Understands the behaviour expectations and follows the school's policy. Knows the difference between right and wrong. Begins to regulate their own feelings and emotions.	Sets a simple goal and persists when a task becomes difficult. Controls immediate impulses and waits for what they want.	ELG: shows an understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly. Gives focused attention to what the teacher says and responds appropriately even when engaged in an activity. Shows resilience when challenged.
Managing self 	Washes their hands properly, knowing to use water, soap and a paper towel or dryer. Finds their own peg and self-registers. Manages snack and lunch with adult support.	Deals with daily routines and hangs up and collects their own coat, then puts it on without help from an adult.	Cleans themselves properly at the toilet and recognises when they need to go. Leaves the classroom tidy and knows when to say please and thank you.	Follows behaviour expectations and knows right from wrong. Talks about healthy choices: food, exercise, teeth, sleep and screen time.	Dresses and undresses independently, including knowing which foot their shoes go on and putting them on correctly. Manages their PE kit independently for Fitness.	ELG: is confident to try new activities and shows independence, resilience and perseverance in the face of challenge. Manages their own belongings and gets themselves ready independently. Explains the reasons for rules and manages their own basic hygiene and personal needs.
Building relationships 	Forms an attachment to the adults in the class. Plays alongside and begins to play with new peers. Talks about their own family and home.	Works and plays co-operatively in a small group. Takes turns during Nativity rehearsals and Rhyme Time.	Thinks about the perspective of others and begins to resolve minor disagreements with adult support.	Is sensitive to the needs of others and shows care towards living things (butterflies, plants).	Forms positive relationships with unfamiliar adults - visitors and people who help us. Shows sensitivity to similarities and differences between people.	ELG: works and plays co-operatively and takes turns with others. Forms positive attachments to adults and friendships with peers. Shows sensitivity to their own and to others' needs.

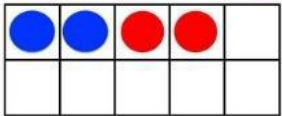
Reception Knowledge and Skills Curriculum Progression

Physical Development						
Gross motor skills 	PE: Me and Myself. Fundamental movement - walking, running and stopping safely, negotiating space. Develops core strength, stability and balance through outdoor provision.	PE: Working with others. Rolling, crawling, jumping, hopping and climbing. Co-operates with a partner and shares large apparatus safely.	PE: Dance. Moves with rhythm and control, travelling in different ways and holding a still shape.	PE: Ball Skills. Throwing, catching, kicking and passing with increasing accuracy. Uses small and large apparatus with growing confidence.	PE: Fitness. Develops stamina, strength and body awareness; combines movements with control.	ELG: negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and co-ordination when playing. Moves energetically - running, jumping, dancing, hopping, skipping and climbing (Athletics and Sports Day).
Fine motor skills 	Develops hand and finger strength through dough, tweezers, threading and outdoor climbing. (Funky fingers and Dough Disco) Begins to hold a pencil with a comfortable grip and uses one-handed tools.	Uses scissors to snip and cut, uses glue spreaders and uses cutlery independently at lunch. Pencil grip is developing and they can hold a pencil to write the first letter of their name. Little Wandle Handwriting	Holds a pencil with some control in Drawing Club and uses paintbrushes with control. Tripod grip is developing. Little Wandle Handwriting	Uses a range of tools with accuracy and care - scissors, brushes, cutlery and junk-modelling materials. Little Wandle Handwriting	Uses the correct pencil grip in almost all cases; forms letters accurately and takes care when drawing. Little Wandle Handwriting	ELG: holds a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Uses a range of small tools including scissors, paintbrushes and cutlery. Begins to show accuracy and care when drawing (gross and fine motor skills fully developed).
Literacy						
Comprehension 	Enjoys daily story sessions and joins in with repeated refrains. Talks about what happens and recalls the main events; handles books correctly.	Retells part of a familiar story using some story language and suggests actions for a story. Engages with non-fiction books about celebrations.	Retells a familiar story in their own words and acts it out using three actions (Helicopter Stories). Answers who, what and where questions about a text.	Anticipates key events and talks about characters and setting in fairy tales. Uses recently introduced vocabulary in role play.	Makes predictions and simple inferences - explains why a character acted as they did; compares two texts.	ELG: demonstrates understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipates key events in stories and uses vocabulary from the text during play.

Reception Knowledge and Skills Curriculum Progression

Word reading 	Little Wandle Phase 2, Autumn 1 (5 teaching weeks + assessment week). GPCs: s a t p / i n m d / g o c k / c k e u r / h b f l. Blends and reads VC and CVC words. Tricky words: is, I, the.	Little Wandle Phase 2, Autumn 2 (5 teaching weeks + assessment week). GPCs: ff ll ss j / v w x y / z zz qu ch / sh th ng nk. Words with -s endings. Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.	Little Wandle Phase 3, Spring 1 (5 teaching weeks + assessment week). GPCs: ai ee igh oa / oo oo ar or / ur ow oi ear / air er. Longer words and words with double letters. Tricky words: was, you, they, my, by, all, are, sure, pure.	Little Wandle Phase 3, Spring 2 (5 teaching weeks + assessment week). Reviews all Phase 3 graphemes; reads words with two or more digraphs, longer words, compound words and words ending in -ing. Reads simple phrases and sentences made up of known letter-sound correspondences.	Little Wandle Phase 4, Summer 1 (5 teaching weeks + assessment week). Short vowels with adjacent consonants: CVCC, CCVC, CCVCC, CCCVC. Longer and compound words. Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.	Little Wandle Phase 4, Summer 2 (5 teaching weeks + assessment week). Long vowel graphemes with adjacent consonants; root words ending -ing, -ed, -est. ELG: says a sound for each letter in the alphabet and at least 10 digraphs; reads words consistent with their phonic knowledge by sound-blending. Reads aloud simple sentences and books consistent with their phonic knowledge, including some common exception words.
Writing 	Recognises their own first name as part of self-registration and finding their peg. Makes marks and begins to give them meaning. Begins to write the first letter of their name; forms some Phase 2 letters.	Writes their own first name and writes initial sounds to label pictures. Orally segments CVC words ready for writing.	Writes CVC words and short captions using known Phase 2 and 3 graphemes. Holds the pencil with some control and can sign a card (e.g. a Mother's Day card) with their name.	Writes a simple sentence with finger spaces and writes captions for pictures. Writes their name on worksheets without being told to, using a capital letter.	Has the correct pencil grip and accurately forms most lowercase and some capital letters. Writes short sentences that can be read by others, using an adjective, e.g. describing a soft toy.	ELG: writes recognisable letters, most of which are correctly formed; spells words by identifying sounds and representing them with a letter or letters. Independently writes a letter or postcard to inform someone about a trip or event, using capital letters, finger spaces and full stops.
Mathematics						
Number 	White Rose: Match, Sort and Compare; Measure and Pattern; It's Me 1, 2, 3. Recites numbers to 5 and represents them using their fingers. Subitises to 3.	White Rose: 1, 2, 3, 4, 5; Circles and Triangles; Shapes with 4 Sides. Recites numbers to 10 and recognises numerals to 5. Explores the composition of numbers to 5; one more and one less.	White Rose: Alive in 5; Mass and Capacity; Growing 6, 7, 8. Introduces zero and numbers 6 to 8; counts objects accurately to 5 using one-to-one correspondence.	White Rose: Building 9 and 10; Length, Height and Time; Explore 3D Shapes. Counts to 10 accurately, pointing to each object. Understands one more and one less; explores number bonds to 10.	White Rose: To 20 and Beyond; How Many Now?; Manipulate, Compose and Decompose. Recognises numerals to 10 and places them in order from smallest to biggest; matches a picture to a number card.	White Rose: Sharing and Grouping; Visualise, Build and Map; Make Connections. ELG: has a deep understanding of numbers to 10, including the composition of each number.

Reception Knowledge and Skills Curriculum Progression

					Subitises to 6 and knows that putting two parts together makes a whole.	Subitises up to 5; automatically recalls number bonds to 5 and some number bonds to 10, including double facts.
Numerical patterns Doubles 2 + 2 = 4 	Compares quantities using more than, fewer than and the same. Copies and continues a simple AB pattern.	Continues and creates AB and ABB patterns. Compares two sets of objects and uses number order to 5.	Explores pairs and doubles; begins to understand odd and even. Compares numbers to 8 and counts on and back.	Explores number bonds to 10 and recalls doubles to 5 + 5. Begins to distribute quantities evenly between groups.	Counts verbally beyond 20, recognising the pattern of the counting system. Compares quantities up to 10 in different contexts, saying which is more, less or the same.	ELG: verbally counts beyond 20, recognising the pattern of the counting system. Compares quantities up to 10 in different contexts. Explores and represents patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape, space and measure 	Compares size, length, weight and capacity using everyday language. Uses positional language during outdoor play.	Names and describes circles, triangles and shapes with four sides. Composes and decomposes 2D shapes to make new shapes.	Mass and capacity - heavier, lighter, full and empty. Uses vocabulary to describe size, length and weight.	Length, height and time - compares heights and sequences the daily routine and familiar events. Names and explores 3D shapes and their properties.	Manipulates, composes and decomposes shapes to make new shapes.	Visualises, builds and maps; selects, rotates and manipulates shapes to develop spatial reasoning. Measures out ingredients and liquids accurately, e.g. to make their own playdough. (Assessed through the Number and Numerical Patterns ELGs and the school's aspirations.)
Understanding the World						
Past and present 	Talks about their own life story and family - now, and when they were a baby. Talks about members of their immediate family and community (All About Me).	Talks about celebrations from the past - Bonfire Night, Remembrance Day and the Nativity story. Compares Christmas now with Christmas long ago.	Toys - compares toys now with toys in the past and talks about what has changed.	Sequences past, present and future events - the life cycle of a plant and of a butterfly.	Talks about the roles of people in society, now and in the past (people who help us; when I grow up).	ELG: talks about the lives of the people around them and their roles in society. Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Reception Knowledge and Skills Curriculum Progression

						Understands the past through settings, characters and events encountered in books and storytelling (Dinosaurs).
People, culture and communities 	Talks about where they live and draws simple maps of home and school. Recognises similarities and differences between families. Rosh Hashanah, Harvest, Black History Month, Yom Kippur, Diwali.	Celebrate the World - recognises that people have different beliefs and celebrate in different ways. Bonfire Night, Remembrance Day, Children in Need, Hanukkah, Nursery Rhyme Week, Christmas.	Compares celebrations across cultures and communities. Armenian Christmas, Storytelling Week, Chinese New Year.	Talks about a contrasting place (Waddesdon Manor trip) and compares it with the local area. Communication and Language Week, Mother's Day, Ramadan and Eid, St Patrick's Day, Persian New Year, Passover, Easter.	Describes the roles of people in their immediate community - people who help us. Vaisakhi. Explains some similarities and differences between life in this country and life in other countries.	ELG: describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Knows some similarities and differences between different religious and cultural communities. Dinosaur Day, Father's Day, Gypsy, Roma and Traveller Month.
The Natural World 	Seasons - autumn. Explores the outdoor environment and observes leaves, conkers and weather. Fruit tasting - uses their senses to describe and compare.	Seasons - winter. Observes and describes changes across the seasons and how we dress for the weather.	Minibeasts - observes and describes the life cycle of a butterfly and explores habitats. Cares for living things. Seasons - winter.	Plants - plants, grows and observes seeds (The Tiny Seed) and describes what a plant needs to grow. Seasons - spring.	Observes the life cycle of a duck (ducklings in school). Looking after myself - healthy bodies, exercise and hygiene. Seasons - spring.	ELG: explores the natural world around them, making observations and drawing pictures of animals and plants. Knows some similarities and differences between the natural world around them and contrasting environments (Paradise Wildlife Park trip). Understands important processes and changes in the natural world, including the seasons and changing states of matter. Seasons - summer.
Technology 	Explores everyday technology in home-corner role play. Uses a touchscreen, and a mouse or trackpad, with adult support. Takes a photograph.	Uses the interactive whiteboard to select and drag. Explores the technology used in celebrations - lights, cameras and music players.	Toys - compares toys that use technology with those that do not. Explores programmable toys and gives simple directional instructions.	Uses a camera or tablet to record plant growth and minibeast observations over time.	Explores the technology used by people who help us - sirens, tills, radios and telephones. Talks about how to stay safe when using devices.	Uses technology purposefully to create, record and present - photographs of the trip and simple drawing programs. Talks about how technology is used at home and at school.

Reception Knowledge and Skills Curriculum Progression

						(No longer a separate ELG; taught and assessed across the curriculum.)
	Ongoing conversations about internet safety including keeping safe online, not sharing personal details, asking an adult and screen time etc.					
Expressive arts and design						
Creating with Materials 	Names at least seven basic colours: red, orange, yellow, green, blue, pink, purple, grey and black. Explores paint, dough and collage; creates self-portraits.	Uses powder paint and water to explore shades and mixes to get a colour they would like. Junk modelling - joins materials in different ways. Diwali and Christmas crafts Drawing Club - draws at least three basic 2D shapes (triangle, square, rectangle, circle)..	Chooses at least three colours for a purpose, e.g. blue for the sky, yellow for the sand, green for the grass.	Confidently experiments with primary colours to make at least one new colour and can name it. Considers the size of the shapes they draw, e.g. one large rectangle with smaller rectangles to make a house with windows.	Knows that the shade of watercolour can be varied by adding more water. Draws pictures that have meaning and are increasingly recognisable, spending at least three minutes showing care and accuracy.	ELG: safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Shares their creations, explaining the process they have used. Mixes primary colours to create a wide range of colours and shades, and can make three secondary colours.
Being imaginative and expressive 	Joins in with Poetry Basket rhymes: Five Little Pumpkins, A Basket of Apples, Leaves are Falling. Explores role play in the home corner.	Nativity - sings in a group and increasingly in tune, and performs to an audience. Rhymes: Who Has Seen the Wind?, Mice, Shoes. Nursery Rhyme Week.	Invents and acts out narratives. Dance - moves in time to music. Rhymes: A Little House, Let's Put On Our Mittens, Carrot Nose.	Retells fairy tales through small-world and role play; explores rhythm and untuned instruments. Rhymes: Spring Wind, Hungry Birdies, Stepping Stones.	Makes up their own stories with a character, a setting and a simple problem. Rhymes: I Have a Little Frog, Pitter Patter, A Little Shell.	ELG: invents, adapts and recounts narratives and stories with peers and their teacher. Sings a range of well-known nursery rhymes and songs; performs songs, rhymes, poems and stories with others, and tries to move in time with music. Rhymes: Monkey Babies, Five Little Owls, If I Were So Very Small.
Assessment	RBA/ School Baseline assessment. Little Wandle Phase 2 assessment. Parent Consultations	Little Wandle Phase 2 assessment. Aspiration checkpoint Autumn assessment against 17 areas.	Little Wandle Phase 3 assessment. Parent Consultations	Little Wandle Phase 3 assessment. Spring assessment against 17 areas. Aspiration checkpoint	Little Wandle Phase 4 assessment.	Little Wandle Phase 4 assessment. EYFS Profile - assessed against the 17 aspects of the ELGs. Aspiration stage 6. Written Report

