



## Progression map of Development Matters statements for Reception Class Gillespie Primary School



### **Reception Class curriculum progression map**

This document is designed to indicate the developmental progression steps in each area of learning from the beginning of the Reception year to the end. In Autumn 1 there are always overlaps with the 3-4 years section, these statements appear in the Reception Autumn 1 to ensure that the transition from Nursery to Reception is carefully planned and after the summer break there are often gaps in children's learning that need to be considered.

The Development Matters guidance is non-statutory document i.e. at Gillespie we use it to inform our planning as it presents pathways of children's development in broad ages. This allows us to ensure that there is clear planned progression within our Nursery and Reception class, but note it is not designed to be used as a tick list for monitoring or generating data. There are always overlaps with developmental statements and depending on the cohort of children this document will vary year by year, as we know that the actual learning of young children is not always so neat and orderly.

Children learn and develop more from birth to five years old than at any other time in their lives. If children are at risk of falling behind the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support.

Throughout this document it makes reference to ELGS (Early Learning Goals) in the Summer 2 term of each subject. Early Learning Goals are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development in each subject area. The ELGS are what is assessed at the end of the reception year and is not used as a curriculum.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGS in the prime areas of learning (Communication and Language, Personal Social and emotional, Physical) and the specific areas of mathematics and literacy.



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Communication and Language	<p><b>3-4 Year Olds:</b></p> <ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day</li> <li>• Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Engage in story times.</li> </ul>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>	<p><b>ELGS: Listening and attention:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• 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.</li> </ul>

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Personal, Social and Emotional Development	<p><b>3-4 Year Olds:</b></p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Manage their own needs. - Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – toothbrushing</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' - having a good sleep routine</li> </ul>	<ul style="list-style-type: none"> <li>Think about the perspectives of others</li> </ul>	<p><b>ELGS: 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>Managing Self ELG</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,</li> </ul>



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						<p>including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>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><li>• Show sensitivity to their own and to others' needs</li></ul>
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Physical Development	<p><b>3-4 Year Olds:</b> Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <ul style="list-style-type: none"> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: walking, running, jumping</li> <li>• Develop the overall body strength, co-</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, hopping, skipping</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Combine different movements with ease and fluency</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Revise and refine the fundamental movement skills they have already acquired: Crawling, climbing.</li> </ul>	<p><b>ELGS: Gross Motor Skills</b></p> <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> <p><b>Fine Motor Skills</b></p> <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>



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	<p>ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li></ul>					
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	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
Literacy	<p><b><u>3-4 Year Olds:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise words with the same initial sound, such as money and mother</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> <p><b><u>Reception:</u></b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Form lower-case and capital letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them. - phase 3 sounds digraphs and trigraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<p><b><u>ELGS: Comprehension</u></b></p> <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> <li>• Use and understand recently introduced vocabulary during discussions about Stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>Word Reading ELG</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Writing ELG</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> </ul>



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						<ul style="list-style-type: none"><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Maths	<p><b>3-4 Year Olds:</b></p> <ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: ‘more than’, ‘fewer than’.</li> </ul> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <ul style="list-style-type: none"> <li>• Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> </ul> <p>Reception:</p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare numbers-</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers</li> <li>• Compare length, weight and capacity.- throughout the spring term</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the composition of numbers to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the composition of numbers to 10</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> </ul>	<p><b>ELGS: Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Understanding the world	<p><b>3-4 Year Olds:</b></p> <ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community. Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community – <i>this strand is ongoing throughout the year with celebrations of different festivals.</i></li> <li>• Recognise that people have different beliefs and celebrate special times in different ways. – <i>this strand is ongoing throughout the year</i></li> </ul>	<p><b>These aspects are covered consistently for Forest school throughout the year</b></p> <p><b>Autumn 2- Summer 2:</b></p> <ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different from the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<p><b>ELGS: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been</li> </ul>



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	<p><i>with celebrations of different festivals.</i></p> <ul style="list-style-type: none"><li>• Understand the effect of changing seasons on the natural world around them. – <i>this strand is ongoing throughout the year with Forest School.</i></li></ul>					<p>read in class;</p> <ul style="list-style-type: none"><li>• 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.</li></ul> <p><b>The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li><li>• 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;</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Expressive arts and design	<p><b>3-4 Year Old:</b></p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses. – <i>this strand is ongoing throughout the year</i></li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them – <i>this strand is ongoing throughout the year</i></li> <li>Create collaboratively, sharing ideas, resources and skills – <i>this strand is ongoing throughout the year</i></li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>	<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Develop storylines in their pretend play</li> </ul>	<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Develop storylines in their pretend play</li> </ul>	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play</li> <li>Explore and engage in music making and dance, performing solo or in groups</li> </ul>	<p><b>ELGS: Creating with Materials</b> Children at the expected level of development will:</p> <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> <p><b>Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <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</li> </ul>

