

Reception Two year Rolling Programme and Progression Document 2023

Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Journeys	Kings, Queens and Castles	Growing	Let's imagine!
Areas of Learning Focus	People around them (Families and communities)	Similarities and differences between different religions and cultures. Similarities and differences between life in this country and others. (Religion)	Natural world. Similarities and differences between the natural world around them and contrasting environments. (Places) Immediate environment	Past and present	Natural world. Similarities and differences between the natural world around them and contrasting environments. (Plants and animals) Immediate environment	Communication and language
Hooks for Learning	Starting my new class New Beginnings How have I changed? My family What am I good at? How do I make others feel? Being kind / staying safe / keeping healthy My body What do I need to survive? How helps me? Body parts	Do you know the Christmas story? How is Diwali celebrated? Who celebrates Diwali? When is Hanukah? How long is Hanukah?	Where do you go on holiday when its holiday time? Have you flown on an aeroplane? Have you been on a boat before? Have you been on a bus or a train before? What clothes do we need for very hot days? What clothes do we need for very cold days?	Kings, queens and castles in the past. Kings, queens and castles now. What is the best material to make a castle out of? Leadership Bravery Dragons	What grows in my garden? Can plants grow everywhere? Why? How do animals change as they grow? How do plants change as they grow? What does everything need to help it grow?	Pirates Space Fairies
Interests/ Experiences	New Routines Bonfire Night Halloween Autumn	Church visit Nativity Christmas Diwali Hanukah	Transport spotting Food tasting/ Dressing up day. New Year	Visit Pontefract Castle/ Conisbrough Castle Design and build own castle. Design and create own coat of arms.	Study of the local area Growing plants Bean diary Chicks Visit to Cannon Hall Farm	Pirate workshop Fairy garden Story boxes (year 6) Sports Day

		Winter		Fairy tales Medieval banquet Church visit Easter Valentine's Day Mother's Day Pancake Day Spring	Father's Day Summer	
Texts	Money Puzzle Titch Funny Bones From Head to Toe Once they were Giants Only One Me The Very Helpful Hedge Hog	One Snowy Night The Christmas Story Eight Candles to Light You Must Bring a Hat The Best Diwali Ever Chapatti Moon Kipper's Snow Day	Snail and the Whale Room on the Broom The hundred decker bus Those magnificent sheep and their flying machine We're going on a bear hunt Stick Man	Marmaduke Hector and the Big Bad Knight Peep Inside the Castle Meg's Castle Mr Bump and the Knight Queen Elizabeth II: The Queen Who Chose to Serve Queen Victoria The Cook and the King The Rhyming Rabbit	A Squash and a squeeze Farm animals Look inside a Farm What the Ladybird Heard Click Clack Moo Farmer Duck Bog baby Mole's Summer Story	Pirates wear underpants Grandad's Island The pirates next door Aliens love underpants The dinosaur that pooped a planet Meet the planets How to catch a star The king of Tiny things Star dust Backyard fairies Penguin on Holiday
Vocabulary	Name body parts. Feelings words Family member names	Religious vocabulary	Continents and oceans	King Queen Princess Prince Dragon Castle Monarchy Materials	Words to describe growth. Words to describe the lifecycles. Plant and animal names. Continents and oceans	Pirates Space Fairies
Links to KS1	Animals including humans	Everyday materials	Everyday materials Continents and oceans	Everyday materials	Plants	Everyday materials

		Changes in living memory	Weather patterns Hot and cold areas of the world Maps, atlases, globes	Events beyond living memory The lives of significant people in the past	Living things and their habitats Seasonal Changes Continents and oceans Weather patterns Hot and cold areas of the world Maps, atlases, globes	
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Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Wonderful me	Once Upon a Time	Let's Celebrate!	Superheroes	Amazing Animals and Peculiar Plants	On the Move
Areas of Learning Focus	Immediate environment (Kirk Smeaton)	Communication and language	Similarities and differences between different religions and cultures. Similarities and differences between life in this country and others.	People around them	Natural world. Similarities and differences between the natural world around them and contrasting environments. (Plants, animals, places)	Past and Present (Vehicles)
Hooks for Learning	Starting my new class New Beginnings How have I changed? My family What am I good at? How do I make others feel? Being kind / staying safe / keeping healthy My body What do I need to survive? Where do I live?	Fairy Tales	What do you celebrate? What celebrations have you been to? Do we all celebrate the same celebrations? Why do we celebrate things? What makes a celebration special? Let us celebrate our differences – what are they? Chinese New Year Weddings Birthdays Christenings	Who helps us? Who is your favourite superhero? Who is your favourite real-life superhero? Superhero in the past and present – What is the same, what is different?	What animals live near you? What plants can you spot in your garden? Animals around the world. Plants around the world. What plants animals live in hot countries? What plants animals live in cold countries? Scientists	How many different ways can you move on your feet? What sort of vehicles have you travelled in? How do the different vehicles work? How do the different vehicles move?
Experiences	Reading and retelling traditional tales Brockdale Woods Bonfire Night	Christmas Diwali Hanukah Church visit	Writing birthday cards Dragon dancing Food tasting Church visit New Year	Visits from real life superheroes Search for worms Superhero dressing up day	Minibeast hunt Building bug hotels Observing butterflies Tadpoles Growing plants	Transport spotting Train museum/ Aeroplane museum Sports Day

	Halloween Autumn	Winter		Church visit Easter Valentine's Day Mother's Day Pancake Day Spring	Visit to the Yorkshire Wildlife Park Father's Day Summer	
Texts	Can't You Sleep, Little Bear? Owl Babies Something Special When We're Together The Great Big Book of Families Red Leaf Yellow Leaf	Little Red Riding Hood The Three Little Pigs Three Billy Goats Gruff Jack and the Beanstalk Goldilocks and the Three Bears Elmer in the Snow	The Great Race The run-away Wok Dragon Dance Sparks in the Sky Elmer's Birthday The Squirrels who Squabbled by Rachel Bright Let's Celebrate K DePalma & M Peluso The Gruffalo's Child	Supertato Superworm My Mum Super Daisy A Superhero like you Traction Man The Easter Story	Rainbow fish Mad about minibeasts The very hungry caterpillar Noah's Ark The Hare and the Tortoise Elmer What can you see in Summer?	Journey Whatever next? The Train Ride The Journey Home from Grandpa's Duck in a Truck Look Inside Things that Go Summer
Vocabulary	Rhyming words	Characters from fairy tales.	Festival names and words. Descriptive words to describe the celebrations and how they made you feel.	hero villain crime evidence mission investigation	Animal names Plant names Continent names	Names of vehicles. Materials
Links to KS1	Animals including Humans		Celebrations	The lives of significant people in the past (Eg. Florence Nightingale)	Scientists – Jane Goodall, David Attenborough. Animals including Humans Living things and their habitats Continents and oceans	Events beyond living memory (Change in transport) The lives of significant people in the past (Transport inventors)

					Hot and cold areas of the world Maps, atlases, globes	
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Early Years Progression

	Autumn Term			Spring Term			Summer Term		
	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
Communication and Language	<ul style="list-style-type: none"> • Able to focus attention when guided by familiar adult • Follows simple instructions & questions accompanied by visual clues or gestures • Names familiar objects in a picture/photo 	<ul style="list-style-type: none"> • Listens to stories, songs & rhymes & asks for favourites • Can shift attention when interested in conversation • Understands longer instructions, containing 3 key words • Actions demonstrate understanding of simple concepts 	<ul style="list-style-type: none"> • Follows instructions without visual clues • Asks simple questions about stories or themselves • Describes how they made a model or did an activity • Describes events that have happened although tenses may not be accurate • Uses sentences of between 4-6 words 	<ul style="list-style-type: none"> • Uses up to 50 words • able to link 2 or 3 words together • Asks for familiar objects • Beginning to use simple questions • Beginning to understand simple sentences & instructions 'go get drink' 	<ul style="list-style-type: none"> • Links 3 or 4 words. • Beginning to refer to things in the past • Beginning to use descriptive language & words for time, space & function • Pays attention to conversation in a small group • Listens to & remembers simple stories with pictures 	<ul style="list-style-type: none"> • Listens to the opinions of others in a small group. • Follows longer, more complex instructions • Retells simple stories sometimes using the vocabulary from books • Understands who, what, where, how and why questions • Sometimes uses tenses correctly • Ask questions about events in the past or future & uses vocabulary associated with the events 	<ul style="list-style-type: none"> • Beginning to understand more words • Asks questions e.g. 'Who's that? Why?' • Links actions to words in action songs and rhymes • Frequently uses simple sentences by linking 3 or 4 words together 	<ul style="list-style-type: none"> • Responses show an understanding of an experience or event • Can describe action or experience in the present tense • Able to tell own short story or anecdote • Makes requests when choosing resources or activity • Anticipates key events & phrases in stories & rhymes • Listens to others & stories in small groups. 	<ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span • Understands a range of complex sentence structures including negatives, plurals and tense markers • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Establish their sense of self. • Express preferences and 	<ul style="list-style-type: none"> • Notice and ask questions about differences, such as skin 	<ul style="list-style-type: none"> • Show more confidence in new social situations. 	<ul style="list-style-type: none"> • Grow in independence, rejecting help ("me do it"). 	<ul style="list-style-type: none"> • Develop their sense of responsibility and 	<ul style="list-style-type: none"> • See themselves as a valuable individual. 	<ul style="list-style-type: none"> • Feel strong enough to express a 	<ul style="list-style-type: none"> • Extend and elaborate play ideas. 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge.

	<p>decisions. They also try new things and start establishing their autonomy.</p> <ul style="list-style-type: none"> Engage with others through gestures, gaze and talk. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 	<p>colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <ul style="list-style-type: none"> Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." Select and use activities and resources, with help when needed. 	<ul style="list-style-type: none"> Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand why rules are important. Talk with others to solve conflicts. Talk about their feelings using words like 'angry' and 'worried' Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and tooth brushing. Express their feelings and consider the feelings of others. 	<p>Sometimes this leads to feelings of frustration and tantrums.</p> <ul style="list-style-type: none"> Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. 	<p>membership of a community.</p> <ul style="list-style-type: none"> Play with one or more other children, Achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs. Personal hygiene 	<p>range of emotions.</p> <ul style="list-style-type: none"> Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Be increasingly able to talk about and manage their emotions. Learn to use the toilet with help, and then independently. 	<ul style="list-style-type: none"> Increasingly follow rules Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy' and 'sad'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian
Physical Development	<p>Nursery 1</p> <ul style="list-style-type: none"> Can run well, kick a ball, and jump with both feet off the ground at the same time. When holding crayons, chalks etc, makes connections between their movement and the marks they make. 	<p>Nursery 2</p> <ul style="list-style-type: none"> Can climb confidently, catch a large ball and pedal a tricycle. Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and 	<p>Reception</p> <ul style="list-style-type: none"> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Be increasingly independent, as they get dressed 	<p>Nursery 1</p> <ul style="list-style-type: none"> Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it Climbs up and down stairs by placing both feet 	<p>Nursery 2</p> <ul style="list-style-type: none"> Explore different materials and tools providing opportunities for children to grasp, hold and explore materials. Use one-handed tools and equipment, for example, making snips in 	<p>Reception</p> <ul style="list-style-type: none"> Begins to negotiate space successfully when playing racing and chasing games. Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing. 	<p>Nursery 1</p> <ul style="list-style-type: none"> Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. Turns pages in a book, sometimes 	<p>Nursery 2</p> <ul style="list-style-type: none"> Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. Runs with spatial awareness and negotiates space successfully, adjusting 	<p>Reception</p> <ul style="list-style-type: none"> Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or

	<ul style="list-style-type: none"> • Uses gesture and body language to convey needs and interests and to support emerging verbal language use 	<p>body to stabilise</p> <ul style="list-style-type: none"> • Develop manipulation and control e.g. tearing paper, making marks on paper. 	<p>and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	<p>on each step while holding a handrail for support</p> <ul style="list-style-type: none"> • Shows increasing control in holding, using and manipulating a range of tools and objects 	<p>paper with scissors.</p> <ul style="list-style-type: none"> • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving with developing control. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>several at once.</p> <ul style="list-style-type: none"> • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers 	<p>speed or direction to avoid obstacles.</p> <ul style="list-style-type: none"> • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. • Creates lines and circles pivoting from the shoulder and elbow. • Uses a comfortable grip with good control when holding pens and pencils. 	<p>changing direction to avoid obstacles</p> <ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently
Literacy	<p>Nursery 1</p> <ul style="list-style-type: none"> • Enjoy drawing freely. • Join in with actions from familiar songs and say some of the words. 	<p>Nursery 2</p> <ul style="list-style-type: none"> • Make marks on their picture to stand for their name. • Repeat words and phrases from familiar stories. 	<p>Reception</p> <ul style="list-style-type: none"> • Write some or all the letters of their name. • Develop understanding of 5 key concepts about print. 	<p>Nursery 1</p> <ul style="list-style-type: none"> • Distinguishes between marks made. • Has favourite stories, songs and rhymes. 	<p>Nursery 2</p> <ul style="list-style-type: none"> • Make marks on their picture to stand for their writing. • Talks about events, characters and make simple predictions 	<p>Reception</p> <ul style="list-style-type: none"> • Begins to write letters to represent initial sound of words. • Extended conversations about stories, learning new vocabulary. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<p>Nursery 1</p> <ul style="list-style-type: none"> • Make marks on their picture to stand for their name. • Repeat words and phrases from familiar stories. 	<p>Nursery 2</p> <ul style="list-style-type: none"> • Write some letters accurately. • Talks about events, characters and make simple predictions 	<p>Reception</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Spell words by identifying the sounds and then writing the sound with letter/s.

									<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
Mathematics White Rose Maths Scheme is followed	Nursery 1 <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers Begins to say numbers in order. Takes/ gives two or three objects from a group Beginning to notice numerals Beginning to count on their fingers Responds to some spatial / positional language 	Nursery 2 <ul style="list-style-type: none"> Uses some number names. Counts up to five items Links numerals with amounts Shows awareness of shape similarities and differences 	Reception <ul style="list-style-type: none"> Engages in subitising numbers to four or five Uses spatial language Spots patterns in the environment Enjoys tackling problems involving prediction and comparisons 	Nursery 1 <ul style="list-style-type: none"> Joins in and anticipates repeated patterns Explores differences in size, length etc. Compares two small groups of up to five objects Subitises one, two and three objects 	Nursery 2 <ul style="list-style-type: none"> Explores and adds to simple linear patterns Compares two small groups of up to five objects Begin to recognise numerals 0 to 10 	Reception <ul style="list-style-type: none"> Estimates numbers of things Increasingly confident at putting numerals in order 0 to 10 Counts out up to 10 objects from a larger group Matches the numeral with a group of items) Begins to conceptually subitise larger numbers Chooses familiar objects to create and recreate repeating patterns increasingly able to order and sequence events using everyday language related to time 	Nursery 1 <ul style="list-style-type: none"> Beginning to learn numbers are made up of smaller numbers Responds to and uses language of position Chooses items based on their shape Finds the longer or shorter, heavier etc 	Nursery 2 <ul style="list-style-type: none"> Separates a group of three or four objects Accurately predicts, moves and rotates objects Recalls a sequence of events in everyday life 	Reception <ul style="list-style-type: none"> Count beyond ten. Understand the 'one more than/one less than' relationship between consecutive numbers. Automatically recall number bonds for numbers 0–5 and some to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.
	Understanding the World <ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. 	Nursery 2 <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history Continue developing positive attitudes about the differences 	Reception <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Talk about what they see, using a wide vocabulary. 	Nursery 1 <ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. 	Nursery 2 <ul style="list-style-type: none"> Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 	Reception <ul style="list-style-type: none"> Begin to know that there are different countries in the world. Talk about members of their immediate family and community. Understand that some places are 	Nursery 1 <ul style="list-style-type: none"> Notice differences between people. Begin to understand the need to respect and care for the natural environment 	Nursery 2 <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Use all their senses in hands on exploration of 	Reception <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Compare and contrast characters from stories,

		between people.	<ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. 		<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	special to members of their community.	and all living things.	<p>natural materials.</p> <ul style="list-style-type: none"> Explore how things work. Plant seeds and care for growing plants. 	<p>including figures from the past.</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
	<ul style="list-style-type: none"> Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments. Sings/ vocalises music or songs and mirrors or improvises actions. Pretends that one object represents another, especially when objects have characteristics in common. Creates sound effects and movements, e.g. creates the sound of a car, animals 	<ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed. Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. Enjoys joining in with moving, dancing and ring games. Uses movement and sounds to express experiences, expertise, ideas and feelings. 	<ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space and begins to use drawings to represent things. Use a variety of construction materials in different ways. Use tools for a purpose. Uses available resources to create props or creates imaginary ones to support play. Plays alongside other children who are engaged in the same theme 	<ul style="list-style-type: none"> Joins in singing songs. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours 	<ul style="list-style-type: none"> Experiments and creates movement in response to music, stories and ideas. Sings to self and makes up simple songs. Continues to explore colour Engages in imaginative play based on own ideas 	<ul style="list-style-type: none"> Begin to build a collection of songs and actions. Uses tools to explore and develop their thinking around their interests. Creates representations of both imaginary and real-life ideas, events, people and objects. Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. Begins to use combinations of art forms. 	<ul style="list-style-type: none"> Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. Begins to make believe by pretending using sounds, movements, words, objects. Beginning to describe sounds and music imaginatively, e.g. scary music. 	<ul style="list-style-type: none"> Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally. Continues to explore how colours can be changed. Engages in imaginative play based first-hand or peer experiences. Creates sounds, movements, drawings to accompany stories 	<ul style="list-style-type: none"> Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Create collaboratively, sharing ideas, resources and skills.

