







Reception Progression

Topics		All About me	Through My Eyes	Everyday Superheroes	We're on the Move	Down at the bottom of the garden	Under the Sea						
Theme													
		Autumn 1 All About me	Autumn 2 Through my eyes	Spring 1 Everyday Superheroes	Spring 2 We're on the Move	Summer 1 Down at the Bottom of the garden	Summer 2 Under the Sea						
Vocabulary	Tier 3	<p>Week 1 - Welcome feeling emotion happy sad angry scared excited worried</p> <p>Week 2 - Me unique fingerprint like dislike special past present</p> <p>Week 3 - My Family family relative sibling mother father brother sister grandparent</p> <p>Week 4 - How My Body Changes body healthy unhealthy grow hydrate exercise change different same</p>	<p>Week 5 - My Friends special friend kind share thoughtful like dislike</p> <p>Week 6 - My Locality house flat map country safety same different local touch/feel hear see taste smell hot cold weather wind sun</p> <p>Week 7 - When I Grow Up grow change job goal</p>	<p>Week 1- Individuality celebrate equalities same difference unique special bonfire night safety hot cold</p> <p>Week 2 – Celebrations of Achievement celebrate goal achievement resilience perseverance</p> <p>Week 3 – Birthday's Around the World birthday family tradition belief religion acceptance</p> <p>Week 4 – Celebrations of Light celebrate culture tradition belief religion light</p>	<p>Week 5 – Celebrations of Love wedding bride groom invite bouquet culture acceptance</p> <p>Week 6 – Fabulous Food taste smell same different culture acceptance</p> <p>Week 6 7/8 – Christmas/New Year christmas weather celebrate culture hannakah</p>	<p>Week 1. Keeping Yourself Safe safety danger help support rescue emergency first aid sun road water</p> <p>Week 2. Police emergency uniform help rescue support services careers danger fingerprint</p> <p>Week 3. Firefighters emergency uniform help rescue support services</p>	<p>Week 4. Dentist teeth tongue gum lips clean oral hygiene brush healthy unhealthy</p> <p>Week 5. Hospitals hospitals doctor nurse hurt help care medicine emergency first aid bandage operation x-ray</p> <p>Week 6. Vets vet vets veterinary nurse help care medicine emergency first aid x-ray</p>	<p>Week 1: Journeys journey vehicle transport move road map passenger buildings</p> <p>Week 2: On the Road car train bus traffic land landmark building</p> <p>Week 3: On The Sea sea travel boat float sink holiday beach</p>	<p>Week 4: In the Air air travel hot air balloon aeroplane holiday beach suitcase landmark building</p> <p>Week 5: Up in Space space rocket astronaut planet</p> <p>Week 6: On Land over under through next to behind Journey travel</p>	<p>Week 1: Farms farm tractor land field soil barn crop hay grow</p> <p>Week 2: Growing Food grow fruit vegetable change describe watch/observe ground above below hot cold</p> <p>Week 3: Food From Different Countries country describe taste smell cook boil roast raw safety</p>	<p>Week 4: Useful Bugs – Worms as Decomposers minibeast bug tunnel decomposer helpful useful</p> <p>Week 5: Useful Bugs – Butterflies/Bees pollen grow change helpful useful minibeast honey worker queen</p> <p>Week 6: Environmental change same different change extinct habitats</p>	<p>Week 1: Beach Safety safety sun sea beach sand ocean land wave weather hot cold wind</p> <p>Week 2: Where Is The Sea? sea beach place map coastline shells</p> <p>Week 3: Who Lives at The Seaside? sea creature seaside human animal float sink crab</p>	<p>Week 4: Who Lives Below the Sea? sea creature fish octopus seal</p> <p>Week 5: Conservation pollution recycle reuse reduce plastic material help teamwork</p> <p>Week 6: Pirate pirate ship treasure map sail</p>

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<p>Texts, Rhymes and Songs</p>	<ol style="list-style-type: none"> The Colour Monster starts school Super-duper you King and the King Funny Bones The Squirrels who squabbled Little Red Riding Hood What will I be? <p>In Every House in Every Street The skin you live in The Colour Monster Princess and the Pea Families, families, families I love us! Not all princesses wear pink We're different, We're the same Tomas loves Daisy eat your peas I want to do it by myself Guess how much I love you All are welcome The skin you live in The Same but different Where are you from? Pink is for boys My shadow is pink Susan laughs</p> <p>Rhymes and Songs Grand Old Duke of York</p>	<ol style="list-style-type: none"> Look up! The Dot Elmer's Birthday Little Glow Scarecrows Wedding Lunch at ten pomegrante street Jolly Christmas Postman <p>The Colours of us Not Now Noor! Have you filled a bucket today? Little Red Hen Look up! Mr. Men Little Miss Happy Diwali 3 Little Pigs (Materials and house types) 3 Little Pigs from the wolf's perspective</p> <p>Rhymes and Songs 5 current buns</p>	<ol style="list-style-type: none"> Clothesline clues to the jobs people do Burglar Bill The dragon with the blazin bottom Alans big scary teeth Sometimes The hospital dog <p>Supertato (Last text of term) Jolly Postman Cops and Robbers Franklin goes to hospital Visit to the dentist Kindness is my superpower</p> <p>Rhymes and Songs Miss Polly had a Dolly Humpty Dumpty Jack and Jill Monkey's on the bed</p>	<ol style="list-style-type: none"> Journey by Aaron Becker (check text map for whole school) We're going on a bear hunt Naughty Bus Emma-Janes Aeroplane Astro Girl Who sank the boat? <p>I am Amelia Earhart Stick Man My two Blankets Room on the broom Bear Hunt</p> <p>Rhymes and Songs Row, row, row your boat Wheels on the bus</p>	<ol style="list-style-type: none"> Farmyard Hullaebloo Jack and the Beanstalk Handra's Surprise Yucky worms/diary of a worm Save the Buterflies /Omar the bees and me Window/Dodo's are not extinct <p>Oliver's Vegetables 10 seeds potato Tidy Wonderful worms Wiggling worms at work Superworm Willbee the Bumblebee Bee and me Bee Do you love bugs? A butterfly is patient 10 things I could do to help my world Captain green and the plastic scene</p> <p>Rhymes and Songs Vegetable counting song (1 potato, 2)</p>	<ol style="list-style-type: none"> At the beach by Roland Harvey The Sea Book The lighthouse Keeper's lunch Sully the Seahorse Rocket says 'Clean up!' Pirates Love Underpants Flotsam <p>Someone Swallowed Stanley The Snail and the Whale Tiddler Rainbow Fish Billy's Bucket Commotion in the Ocean Mr Seahorse</p> <p>Rhymes and Songs Row, row, row your boat Sailor went to sea Big ship sales</p>
<p>Skills</p>	<p>The children can...</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Children can name and describe members of their immediate family and community including people from the past. Recognise and continue developing positive attitudes about the differences between people.</p> <p>Draw information from, follow and draw simple maps (my walk around the school, walk to school and the school site).</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Draw on previous knowledge to identify environments that are different to the one in which they live.</p>	<p>The children can...</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Develop positive attitudes towards differences between people.</p> <p>Draw information from, follow and draw simple maps (map the walk and what they see on the way).</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Listen carefully and express feelings and responses to music.</p> <p>Recognise why some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>The children can...</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Name a range of different materials.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Begin to observe, explore and describe changing States of matter (water freezing overnight)</p>	<p>The children can...</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>Identify the difference between land and sea and that leaving the UK may require other modes of transport due to it being an island.</p> <p>Identify different map types. Draw information, follow and draw simple maps. (Road map)</p> <p>Identify food that does not grow in this country and explain how other foods reach us. (Journey of food from growing to supermarkets to dinner table).</p> <p>Recognise the past through different settings, characters and events encountered in</p>	<p>The children can...</p> <p>Explore the natural world around them.</p> <p>Discuss how we care for the natural world around us.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Name some foods which grow below the ground and some above the ground.</p> <p>Identify food that does not grow in this country e.g some food needs hot weather (alternative climate) whereas others need lots of rain.</p> <p>Name parts of a plant (see vocab list)</p>	<p>The children can...</p> <p>Comment on images of familiar situations in the past. (Beach)</p> <p>Draw information, follow and draw simple maps. (Treasure and UK- sea/land and school site – year 1)</p> <p>Explore the natural world around them. Discuss how we care for the natural world around us. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>Name different species/creatures that live under the sea.</p> <p>Identify the different ocean zones and talk about what could live there.</p> <p>Recall and demonstrate water and sun safety.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Recognise the past through different settings, characters and events encountered in books read in class and storytelling.(Beach)</p>

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<p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>To describe a simple journey and the things they see on the way, to use/follow a simple map.</p> <p>Identify and talk about features in the locality such as the castle (include some work on knights and princesses).</p> <p>Children use their knowledge of careers to talk about those they are interested in.</p> <p>Talk about their different senses and identify which ones are being used for different purposes.</p> <p>Children demonstrate understand of portraits and use observation to add detail.</p>	<p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Begin to observe, explore and describe changing states of matter (water freezing overnight)</p>			<p>books read in class and storytelling.(Vehicles)</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Reason and justify choices for transport to different locations.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Observe and describe the changes that they see. (Linked to us changing overtime)</p> <p>Compare and describe the same food when cooked in different ways (Potatoes). Through observation, begin to observe, explore and describe changing States of matter (adding water to mud)</p> <p>Explore animals and their habitats both locally and globally. cc</p>	<p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Pirates)</p> <p>Begin to observe, explore and describe changing States of matter (ice/ice cream to liquid)</p>
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<p>Skills (Same skill different context)</p>	<p>The children can... Prime Manage their own personal hygiene, know when they do and don't need help, talk about feelings, use talk to solve conflict, moderate their own feelings and behaviours and show resilience and perseverance in the face of challenge. Build constructive and respectful relationships, think and take into account the perspectives of others. Listen and engage with a range of fiction and non-fiction books, re-read texts and learn new vocabulary, learn how to listen, ask questions to clarify and find out more, articulate their ideas and thoughts in full sentences, connect ideas and actions when speaking through the use of conjunctions, describe events in detail, develop social phrases, use talk to solve problems and express ideas and use new vocabulary in different contexts. Negotiate space and move with fluency and grace, develop balance, coordination, strength and agility to access sports in the future, demonstrate good core muscle strength to sit at a table with correct posture, demonstrate healthy living and wellbeing through food, sleep, screen time, toothbrushing and personal safety. Demonstrate a preference over dominant hand, show control with one handed tools, demonstrate a secure pencil grip (tripod), handle a range of tools effectively including knives and forks and demonstrate control and accuracy when drawing and writing.</p> <p>Specific Literacy Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their range of books. Read individual letters by saying the sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their range of books. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Maths Subitise to 5, link number with value, number bonds and doubles to 10 reducing aids across the year. Count accurately reciting and 1:1 correspondence, Count verbally beyond 10, compare numbers using mathematical language, 1 more/less and relationship between consecutive numbers, repeating patterns, compose and decompose shapes, use language of measure to compare , odds and evens, doubles and sharing between 2-3 people.</p> <p>Understanding the world Make observations of weather each day and observe the changes in trees.</p> <p>Being Imaginative Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Develop a storyline to their pretend play, Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; hare their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p>					
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<p>Knowledge</p>	<p>The children can... Begin to make sense of their own life-story and family's history.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>The children can... Know their own and others family traditions.</p> <p>Know different celebrations, both those they personally celebrate ad others that members of the class might celebrate.</p> <p>Know and name members of their immediate family and community and discuss their role.</p>	<p>The children can... Understand different jobs held within their family and community.</p> <p>Understand and talk about what makes them special and the things they are good at and what they are still getting better at.</p> <p>Begin to understand and talk about the importance of school/learning and can link this to sharing information related to jobs they would like to do when older and why.</p> <p>Describe and demonstrate knowledge of keeping themselves safe and knowing who to ask for help in a range of different circumstances.</p>	<p>The children can... Know the different ways they can move their body.</p> <p>Know and describe their route to school.</p> <p>Know different methods of transportation and discuss those they have experienced.</p>	<p>The children can... Understand, learn and describe how food grows.</p> <p>Know and talk about foods which grow in the UK.</p> <p>Understand and demonstrate how to care for living things and compare the needs of a plant to their own.</p>	<p>The children can... Explore different materials and demonstrate they understand which one's float and which ones sink.</p> <p>To understand and explain the origin of treasure maps.</p> <p>To understand, recognise and follow a simple treasure map.</p>
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	<p>Understand and be able to talk about themselves including their names, likes and dislikes (Including food).</p> <p>Know and be able to talk about their daily routines and relate to the different times of the day.</p> <p>Understand everyday language of time to describe the sequence of a day.</p> <p>Know and can talk about members of their family and family tree/history – who lives in your house?</p> <p>Know and name special people to them.</p> <p>Understand and demonstrate the importance of keeping healthy, making sensible food and exercise choices.</p> <p>Understand and demonstrate factors that make up a healthy lifestyle.</p> <p>Know and describe how their body changes overtime.</p> <p>Understand and demonstrate an awareness and acceptance of the way we look. Know and talk about similarities and differences between themselves and others within the class or community.</p> <p>Individuals know and talk about their countries of origin (create a pin map).</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Know which clothes to wear for each weather type. cc</p>	<p>Know what foods they like and don't like and explore unknown foods. (Food from around the word – related to celebrations)</p> <p>Know differences and similarities between different celebrations.</p> <p>Know and retell religious stories related to those represented in the class.</p> <p>Understand and explain how their name is chosen for them and describe how names can be celebrated.</p> <p>Know and talk about any family history or people in the past that have the same name.</p> <p>Understand the need for awareness and acceptance of difference and in what they celebrate and the way they celebrate.</p> <p>Know and discuss details about people from the past. (Bon fire night)</p> <p>Understand and demonstrate how we keep ourselves safe.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Know that some forms of travel are kinder to the planet than others. Cc</p> <p>Know which clothes to wear for each weather type. cc</p>	<p>Understand (Focus on importance of education). What do you need to do/have to achieve that career?</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Know the extreme seasons (summer and winter) and can comment on the common weather patterns. cc</p> <p>Know which clothes to wear for each weather type. cc</p>	<p>Know different modes of transport.</p> <p>Know and explain which modes of transport are best for which journeys.</p> <p>Can relate their knowledge of floating and sinking to the different modes of transport.</p> <p>Understand and make links between modes of transport and holidays they have had. Talking about where they have been and why they might require a certain mode of transport to get there. (Could you walk abroad? What are the options?)</p> <p>Know and talk about different maps.</p> <p>Know and talk about different emergency vehicles and why they might be designed in a particular way or have particular features.</p> <p>Understand and demonstrate their knowledge of how to keep themselves safe – particularly related to road safety.</p> <p>Know, recognise and observe difference between our country and other countries in terms of food, travel, houses.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Know which clothes to wear for each weather type. cc</p>	<p>Know and discuss likes/dislikes of cooked own grown produce.</p> <p>Understand and talk about personal preferences in relation to home grown and tinned foods.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Can name habitats of animals both locally and globally. cc</p> <p>Know that animals need shelter to survive. cc</p> <p>Talk about their preferences and identify favourites (vote). Cc</p> <p>Know that trees clean the air and keep us healthy. Cc</p> <p>Know which clothes to wear for each weather type. cc</p>	<p>Understand and talk about the different environmental damage issues experienced at the beach and in the Ocean. (Water and plastic pollution)</p> <p>Demonstrate day to day an understanding of caring for our environment/world.</p> <p>Understand, compare and describe sea creatures to those living on land. Describe the differences. (How do they look, breathe and what do they eat)</p> <p>Know and talk about the types of food they eat and explain whether it comes from the sea or from the land.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Know that animals need shelter to survive. cc</p> <p>Know the extreme seasons (summer and winter) and can comment on the common weather patterns. cc</p> <p>Know which clothes to wear for each weather type. cc</p>
<p>Writing Opportunities and Wow Writes</p>	<p>Adult Led Naming family members on the family tree Labelling a map with features seen on the journey.</p>	<p>Adult Led Cards, invites, Christmas lists, firework acrostic poem</p> <p>Wow Writes Get an elf on the shelf to take something and get the children to write letters to get it</p>	<p>Adult Led</p> <p>Wow Writes Crime scene- finger prints, taped off. Who's been in? What have they taken? (Class mascot) - link to prior stories to see who could have taken (Goldilocks/ Big bad wolf)</p>	<p>Adult Led Naughty Bus sight seeing book What questions would you ask the naughty bus? Create a class book – the naughty scooter</p>	<p>Adult Led Stop part way through a story and predict. Butterflies/ Sunflowers documenting Life cycles</p>	<p>Adult Led Sun safety poster Postcards</p> <p>Wow Writes</p>

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	<p>Wow Writes The Colour Monster can remove all the colours off an object/display and children need to write to ask for the colours back/write what each colour was for.</p>	back/ write down number combinations to unlock a padlock to get it back			<p>Wow Writes Tyre tracks can be left around the classroom so children need to write to the bus company to report this behaviour</p>	<p>Wow Writes Plant the bean when they leave – beanstalk arrives the next morning on return – what is at the top? Footprints in the classroom – who has been in our classroom? Legs hanging down – who could it be?</p>	Hide a treasure chest indoors/ outdoors, get the children to find it using a simple map of the school. Once the treasure is found, get the children to write descriptive sentences about what the treasure looks like.	
Everyday wow writes	Locking up something important I.e bikes/ class mascot							
<p>Possible School Visits/Enhancements</p> <p>11B411</p>	<p>Walk around the local areas Post a letter Follow a map Possible bus trip to the castle when looking at Knights etc Story telling/journey sticks collected on walk to remember the journey</p>	<p>Visit local place of worship Walk around the locality Post Christmas lists Halloween decoration walk Pumpkin carving - soup Eid - food</p>			<p>Visits from people in the community with varied careers Making capes Fire service visit Police station visit Careers fair/day Enhance with current community figures in the news at the time. Locality specific jobs – university, stadium, castle, zoo,</p>	<p>Least damaging mode of transport Roman town Train/bus journey Junk modelling boat race Making vehicles Story telling/journey sticks collected on walk to remember the journey Use instruments to t=describe a journey, relating the sound to an action.</p>	<p>Growing and tasting own produce. All children grow their own bean. Sell vegs - set up a stall and leave a legacy gift with the money raised. Vegetable printing</p>	<p>Trip to seaside Litter pick on the beach Sand sculptures Sculptures using beach litter Sand story telling Shell art Tasting seaweed and fish (allergy dependent) RNLI visit</p>
<p>Significant People People from the past, Artists, Musicians, Architects and Designers</p>	Consider whether or not you want to study individual people that may be challenging for the children to understand and remember. Best to focus on being an artist or a geographer and understanding what they do rather than trying to remember individuals. If you chose to study individuals then please approve the below suggestions with relevant subject leaders to ensure these are appropriate and align with the sequencing and progression planned across the rest of the school.							
	<p>Don't select too many – less is more!!!! Art – Piet Mondrian – shapes and primary colours Art - Giuseppe Arcimboldo (fruit faces) Art – Van Gogh (portraits) Diversity- Helen Keller – Braille</p>	<p>Art- Alma Thomas (Collage- focussing on hot and cold) History- Mae Jemison, Guy Fawkes Art - Yayoi Kusama</p>	<p>Art – Andy Warhol (pop art portraits) History- Mary Seacole</p>	<p>Art – Andy Warhol (flowers) Art – Van Gogh (sunflowers) Art- Yayoi Kasama (Pumpkin sculpture/ Panier de fruits)</p>	<p>History- Amelia Earhart- woman</p>	<p>Art – Goldworthy (shells) Art- Maggi Hambling (Shell Sculpture) History- David Attenborough Textiles- Jo Atherton (Weaving)</p>		
Role Play Ideas	<p>Home corner Doctors</p>	<p>Restaurant Post office</p>			<p>Vets, Police Station, Fire Station, Doctors</p>	<p>Garden Centre</p>	<p>Vehicle, Aeroplane/airport</p>	<p>Seaside</p>
Key Subject Links	<p>PSHE, Geography, History, Science, Art, DT</p>	<p>RE, Geography, DT, Music</p>			<p>PSHE, History, DT</p>	<p>Art, Science, DT, PSHE, History</p>	<p>Science, Geography, History, Music, DT</p>	<p>Science, History</p>