

Discovery MAT - Reception Skills Progression Map

Progression of Communication and Language

| Skill | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Early Learning Goal |
|--|--|--|---|--|---|---|--|
| <p>Listening, Attention and Understanding</p> | <ul style="list-style-type: none"> • To be able to follow simple instructions • To understand how to listen carefully • To understand why listening is important • To listen to stories • To listen to rhymes and songs | <ul style="list-style-type: none"> • To respond to two-step instructions • To engage in story times and join in with repeated phrases during 'Favourite five story time' • To begin to respond to how and why questions | <ul style="list-style-type: none"> • To understand new vocabulary • To ask questions to find out more • To understand a range of complex sentence structures | <ul style="list-style-type: none"> • To follow a story without looking at pictures • To retell a story with support • To be able to follow complex instructions | <ul style="list-style-type: none"> • To retell a story independently • To understand questions such as who, what, where, when, why and how | <ul style="list-style-type: none"> • To have conversations with adults and peers with back and forth exchanges | <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers |
| <p>Speaking</p> | <ul style="list-style-type: none"> • To talk to a familiar adult • To learn new vocabulary • To talk in front of a small group of peers • To participate in show and tell | <ul style="list-style-type: none"> • To answer questions during whole-class discussions • To use new vocabulary throughout the day • To talk in sentences | <ul style="list-style-type: none"> • To talk to adults outside of the classroom • To use social phrases • To begin to use conjunctions when speaking • To ask specific questions in show and tell | <ul style="list-style-type: none"> • To use new vocabulary in different contexts • To share their work to the class • To engage in non-fiction books | <ul style="list-style-type: none"> • To speak in the correct tense • To link statements and stick to a main theme • To use talk to organise, sequence and clarify thinking, ideas, feelings and events | <ul style="list-style-type: none"> • To talk to different adults and children around the school • To describe events in great detail • To talk about why things happen • To talk in well-formed sentences using a range of tenses | <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher |

Progression of Personal, Social and Emotional Development

| Skill | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Early Learning Goal |
|-------------------------------|--|--|---|---|---|--|--|
| Self-Regulation | <ul style="list-style-type: none"> To know a range of emotions To follow one-step instructions To be able to recognise how people show emotions To sit on the carpet for whole-class inputs | <ul style="list-style-type: none"> To use their words to talk about how they are feeling To begin to consider the feelings of others To focus during short whole-class inputs To focus during 1-1 and group work activities To sit throughout an assembly | <ul style="list-style-type: none"> To adapt behaviour to a range of situations To focus during longer whole-class inputs To follow two-step instructions | <ul style="list-style-type: none"> To consider the feelings and needs of others To set a target or goal to improve upon To identify and moderate their own feelings socially and emotionally | <ul style="list-style-type: none"> To know how to control their emotions To set a target and reflect on progress throughout | <ul style="list-style-type: none"> To follow instructions of three steps or more To focus during extended whole class teaching | <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 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 |
| Managing Self | <ul style="list-style-type: none"> To put own coat on independently To use the toilet and wash hands independently To explore different areas in the provision with support To follow and understand the class and school rules. | <ul style="list-style-type: none"> To have confidence to try new activities To explore different areas in the provision independently To put shoes and socks on independently To brush teeth independently | <ul style="list-style-type: none"> To begin to show resilience when faced with a challenge To practise doing buttons To do up a zip | <ul style="list-style-type: none"> To show resilience and perseverance when faced with a challenge To understand healthy eating To begin to understand privacy | <ul style="list-style-type: none"> To identify and name healthy foods To manage own basic needs independently To get changed for PE with support To discuss P.A.N.T.S | <ul style="list-style-type: none"> To show a 'can do' attitude To understand the importance of healthy food choices To get changed for PE independently To be able to confidently talk about P.A.N.T.S | <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices |
| Building Relationships | <ul style="list-style-type: none"> To develop the confidence to speak to familiar adults in the classroom To speak to peers To seek support of adults when needed To know a safe place | <ul style="list-style-type: none"> To have positive relationships with adults in the classroom To play with children who are playing with the same activity To begin to develop friendships | <ul style="list-style-type: none"> To take turns when playing a game To begin to work as a group with support To comfort someone when they are upset | <ul style="list-style-type: none"> To play with children outside of the classroom during playtimes To listen to the ideas of other children and agree on a solution and compromise | <ul style="list-style-type: none"> To develop relationships with other adults outside of the classroom To work as a group | <ul style="list-style-type: none"> To have confidence to communicate with adults around the school To have strong friendships | <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs |

Progression of Physical Development

| Skill | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Early Learning Goal |
|---------------------------|--|---|---|---|---|---|--|
| Gross Motor Skills | <ul style="list-style-type: none"> • To follow instructions • To work on simple tasks independently • To move safely in a space • To stop safely • To work cooperatively with a partner • To balance • To work sensibly with others • To jump and land | <ul style="list-style-type: none"> • To balance • To run and stop • To change direction • To hop • To roll and track a ball • To explore different ways to travel using equipment • To explore different movements | <ul style="list-style-type: none"> • To perform a movement with control • To move confidently in different ways • To develop accuracy when throwing to a target • To dribble using hands • To throw and catch with a partner | <ul style="list-style-type: none"> • To balance and safely use apparatus • To create short sequences using shapes, balances and travelling actions • To jump and land safely from a height • To explore travelling around, over and through apparatus • To create short sequences linking actions together and including apparatus | <ul style="list-style-type: none"> • To move with control and coordination, expressing ideas through movement • To use counting to help to stay in time with the music when copying and creating actions • To move safely with confidence and imagination, communicating ideas through movement • To move with control and coordination, copying, linking and repeating actions | <ul style="list-style-type: none"> • To sprint with control • To run at a steady, gentle pace • To work as a team cooperatively • To work as a team in a relay race | <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing |
| Fine Motor Skills | <ul style="list-style-type: none"> • To begin to use a tripod grip • To use a dominant hand • To begin to write taught letters using correct formation • To hold scissors correctly and make snips in paper • To use tweezers • To thread large objects • To use large peg boards • To hold a fork and spoon correctly | <ul style="list-style-type: none"> • To accurately draw lines, circles and shapes to draw pictures • To hold and use a knife correctly • To hold scissors correctly and cut along a straight and zig zagged lines • To write taught letters using correct formation • To use big paint brushes | <ul style="list-style-type: none"> • To hold scissors correctly and cut along a curved line • To thread small objects • To use small peg boards • To sit letters on a line • To begin to control the size of letters | <ul style="list-style-type: none"> • To hold scissors correctly and cut out large shapes • To write letters using the correct letter formation and control the size of letters | <ul style="list-style-type: none"> • To hold scissors correctly and cut out small shapes • To use thinner paint brushes | <ul style="list-style-type: none"> • To hold scissors correctly and cut various materials • To create drawings with details • To independently use a knife, fork and spoon to eat a range of meals | <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing |

Progression of Literacy

| Skill | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Early Learning Goal |
|----------------------|---|---|--|---|--|---|--|
| Comprehension | <ul style="list-style-type: none"> To independently look at books To hold books the correct way and turn pages correctly To sequence a familiar story To understand books should be read from left to right To listen to a story | <ul style="list-style-type: none"> To engage in story times and join in with repeated phrases during 'Favourite five story time' To begin to answer questions about the stories read to them To enjoy a range of books including fiction, non-fiction, poems and rhymes To understand the WOW words identified from stories | <ul style="list-style-type: none"> To begin to answer questions about what they have read To act out stories To predict what may happen next in a story To sequence a story independently To talk about how characters might be feeling in a story that has been read to them | <ul style="list-style-type: none"> To retell a story To talk about the characters in the books they are reading To suggest how a story might end To begin to read with expression | <ul style="list-style-type: none"> To talk about how characters might be feeling in the books they are reading To use vocabulary that is used in the book they are reading To use the WOW words identified from stories we have been reading To begin to hot seat characters | <ul style="list-style-type: none"> To confidently answer questions about what they have read To independently talk about the characters in the book they are reading To know that information can be retrieved from books To read with expression | <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play |
| Word Reading | <ul style="list-style-type: none"> To recognise their name To recognise set 1 sounds To orally blend To begin to blend sounds together to read words using the taught sounds | <ul style="list-style-type: none"> To recognise set 1 sounds + sp fr To blend sounds to read words using taught sounds To read books matching their phonics ability with support | <ul style="list-style-type: none"> To begin to read longer words To recognise taught digraphs in words and blend the sounds together To read sentences containing red words To independently read books matching their phonics ability | <ul style="list-style-type: none"> To begin learning set 2 sounds. To read longer words including those with double letters To independently read books matching their phonics ability | <ul style="list-style-type: none"> To continue learning set 2 sounds. To read longer words including those with double letters To read red words which have been taught in RWI To independently read books matching their phonics ability To begin applying 'Fred in your head' skill | <ul style="list-style-type: none"> To recall set 2 sounds. To read longer words including those with double letters To read red words which have been taught in RWI To independently read books matching their phonics ability To begin applying 'Fred in your head' skill | <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words |
| Writing | <ul style="list-style-type: none"> To copy their name To give meanings to the marks they make To write initial sounds To copy taught letters | <ul style="list-style-type: none"> To independently write their name To use the correct letter formation To begin to write CVC words | <ul style="list-style-type: none"> To begin to write words, labels and captions To understand that sentences start with a capital letter and end with a full stop | <ul style="list-style-type: none"> To form lowercase letters correctly To begin to spell words independently and phonetically To spell some red words correctly | <ul style="list-style-type: none"> To begin forming capital letters correctly To begin to use capital letters at the start of a sentence To begin to use a full stop at the end of a sentence | <ul style="list-style-type: none"> To form lower case and capital letters correctly To write simple sentences using a capital letter, finger spaces and full stop | <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters |

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| | | | | <ul style="list-style-type: none"> To begin to write sentences using fingers spaces | <ul style="list-style-type: none"> To use finger spaces when writing a sentence To begin to read their work back | <ul style="list-style-type: none"> To read their work back and check it makes sense | <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others |
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Progression of Mathematics

| Skill | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Early Learning Goal |
|---------------------------|--|---|--|---|--|---|---|
| Number | <ul style="list-style-type: none"> To recognise numbers 1-3 To begin to subitise To become familiar with concrete resources | <ul style="list-style-type: none"> To recognise numbers 1-5 To represent numbers 1-5 To explore the composition of numbers 1-3 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To begin to match numeral to quantity | <ul style="list-style-type: none"> To develop an understanding of 0 To recognise numbers 0-8 To explore the composition of 4, 5, 6, 7 and 8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To match numeral to quantity | <ul style="list-style-type: none"> To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To find one more of numbers to 10 To find one less of numbers to 10 | <ul style="list-style-type: none"> To recognise numbers to 20 To compose numbers beyond 10 To revise number bonds to 10 To match the number to quantity To subitise to 10 | <ul style="list-style-type: none"> To share and group numbers To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To confidently subitise | <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts |
| Numerical Patterns | <ul style="list-style-type: none"> To match and sort groups To begin to compare amounts To say which group has more To say which group has less To count to 5 | <ul style="list-style-type: none"> To compare quantities to 3 To recognise when a group has the same, more or less To count to 10 To begin to use 1-1 correspondence | <ul style="list-style-type: none"> To compare quantities to 8 To count to 15 To count objects to 10 To begin to understand the different between odd and even numbers To combine two groups of objects | <ul style="list-style-type: none"> To compare quantities to 10 To count to 20 To explore odd and even numbers To order numbers to 10 To take away objects and count how many are left | <ul style="list-style-type: none"> To count to 25 To understand counting patterns beyond 10 To add numbers To subtract numbers To order numbers to 20 | <ul style="list-style-type: none"> To count to 30 and beginning to count higher (100) To know odd numbers up to 10 To know even numbers up to 10 To double numbers up to 10 To find half of numbers up to 10 | <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally |

Progression of Understanding the World

| Skill | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Early Learning Goal |
|--|--|---|--|--|--|--|---|
| Past and Present | <ul style="list-style-type: none"> • To know own life-story • To understand changes from a baby to now • To talk about the lives of the people around us • Use everyday language related to time. • To recognise similarities and differences within own community and the wider world. • To recognise traditions within own life and those of others. | <ul style="list-style-type: none"> • To talk about own experiences (Christmas) and family traditions. | <ul style="list-style-type: none"> • To know about figures from the past Neil Armstrong and Tim Peake. | <ul style="list-style-type: none"> • To discuss own experiences of Easter • To draw knowledge from Easter stories to talk about different traditions • To know about the past through settings, characters and events encountered in books read in class and storytelling | <ul style="list-style-type: none"> • To understand how transport has changed over time • To compare old and new transport in the UK. • To look at different forms of transport around the world. E.g., taxis, trains etc. | <ul style="list-style-type: none"> • To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class • To be able to talk about pirates | <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling |
| People, Culture and Communities | <ul style="list-style-type: none"> • To know about family structures and talk about who is part of their family • To use the correct names to identify who is in their family • To identify similarities and differences between themselves and peers • To know that there are many countries around the world • | <ul style="list-style-type: none"> • To know about features of the immediate environment e.g. woods, park, creek, fire station, cemetery • To know the area of the school locality • To use the correct terminology to describe different types of houses • To talk about how Hindus celebrate Diwali • To talk about the Christmas Story and how it is celebrated | <ul style="list-style-type: none"> • To talk about Chinese New Year • To know about people who help us within the local community e.g. fire person, police etc. • To recognise that there are different religions all around the world • To understand why God is important to Christians • To discuss Shrove Tuesday | <ul style="list-style-type: none"> • To know that Christians celebrate Easter • To talk about different traditions | <ul style="list-style-type: none"> • To recognise different special places • To talk about other languages | <ul style="list-style-type: none"> • To know that simple symbols are used to identify features on a map • To discuss special stories (Bible) | <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps |

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| | | <ul style="list-style-type: none"> To talk about why Christmas is special to Christians | | | | | |
| The Natural World | <ul style="list-style-type: none"> To ask questions about the natural environment To respect and care for the natural environments To begin to use the correct names for different types of animals To know the names for different body parts | <ul style="list-style-type: none"> To know about and recognise the signs of Autumn To investigate minibeasts in the woods. To identify and observe different trees, weather, woodland animals To confidently use the correct names for different types of animals To know that some animals are nocturnal To know about different habitats To know the different between herbivores and carnivores | <ul style="list-style-type: none"> To name some of the things in space. To name the planets of the solar system To begin to explore technology | <ul style="list-style-type: none"> To know about and recognise the signs of Spring To plant seeds, observe the growth of seeds and talk about changes To know how to care for growing plants To grow and eat vegetables To know where vegetables grow around the world To draw pictures of flowers/plants To learn about life-cycles of plants and animals To learn about the lifecycle of a butterfly | <ul style="list-style-type: none"> To know that some things in the world are man-made and some things are natural To know some important processes and changes in the natural world including states of matter (melting, floating and sinking) | <ul style="list-style-type: none"> To know about and recognise the signs of Summer To explore the natural world around them. To compare oceans (hot and cold, coral reef/artic) and what lives there. To observe changing states of matter – ice – water. | <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter |

Progression of Expressive Arts and Design

| Skill | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Early Learning Goal |
|---|--|--|--|---|---|--|---|
| Creating with Materials | <ul style="list-style-type: none"> To name colours To experiment with mixing colours To draw and colour with pencils and crayons To explore different techniques for joining materials (Glue Stick) To begin to use different construction materials To explore a variety of materials to create a collage | <ul style="list-style-type: none"> To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To make use of props during role play To understand recycled materials can be used for another purpose To create natural sculptures and pictures using items found in the woods. | <ul style="list-style-type: none"> To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To create some space art – similar to Jackson Pollock. To create junk model rockets. | <ul style="list-style-type: none"> To role play stories To create props to use when retelling stories To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) | <ul style="list-style-type: none"> To know which prime colours you mix together to make secondary colours To plan what they are going to make To look at the different features of different vehicles. To design and make a vehicle. To explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | <ul style="list-style-type: none"> To know some similarities and differences between materials To use props to role-play through creating with materials. To explore, use and refine a variety of artistic effects to express their ideas and feeling To explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share creations, talk about process and evaluate their work To adapt work where necessary | <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories. |
| Being Imaginative and Expressive | <ul style="list-style-type: none"> To sing and perform nursery rhymes To join in with whole school singing assemblies To talk about whether the like or dislike a piece of music To create musical patterns using body percussion | <ul style="list-style-type: none"> To join in with rhyme time To experiment with different instruments and their sounds To begin to build up a repertoire of songs To find the pulse in a piece of music To talk about the melody To sing in the Christmas Play | <ul style="list-style-type: none"> To create musical patterns using untuned instruments To begin to create costumes and resources for role play To move in time to music To recognise pitch in a piece of music | <ul style="list-style-type: none"> To associate genres of music with characters and stories To create costumes and resources for role play | <ul style="list-style-type: none"> To act out well know stories To follow a musical pattern to play tuned instruments To create narratives based around stores To copy and create different rhythms | <ul style="list-style-type: none"> To listen to poems and create their own To create own compositions using tuned instruments To invent their own narratives, making costumes and resources To perform poems, songs about the sea. | <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music |

