

**Moss Hall Infant School Year Reception
EYFS Progression of Knowledge and Skills document 2023 - 2024**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lens	Community	Diversity	Society	Landscape/ Climate	Animals	Settlement
Topic	All About Me	Celebrations	People Who Help Us	Plants	Animals	Transport
Key questions	What makes me special?	What and how do people celebrate?	Can anyone be a superhero? / Who can be a superhero?	What do plants need to grow? / Why do I have a shadow?	How do animals grow?	How do we travel?
Role Play	Home	Post office	classroom	Farm shop, florist	Pet farm, pet shop	Bus, train
Core Text	Owl Babies, When's my birthday? Little Red Riding Hood, We are going on Bear hunt,	Inside The Animal Post Office, Rita and Sita, Splash!, The Christmas Story, Elves and the shoemaker	The Three Little Pigs, Let's Meet a Firefighter, Supertato	Oliver's Vegetables, The Enormous Turnip	Farmer Duck, The Little Red Hen,	The 100 decker bus, Mr Gumpy's Outing, The Train Ride
Spine books	My First Book of Nature, Brown Bear, Brown Bear, The five senses, Only one of you	Goodnight Bubbala, Wriggle and Roar, Whatever Next, Out and About	The Gruffalo, Aliens love underpants, Out and About, Jack and the Beanstalk, The very hungry caterpillar	Elmer, When it Rain by Rassi Marika, Pumpkin soup by helen cooper	The Very Selfish Crocodile, The Three Little Pigs, Suddenly, What will I be?, Six Dinner Sid (Bringing back -Gruffalo, LRRH)	Hairy Maclary, The Coral Kingdom, The Gingerbread man, The Very Busy Spider, Farmer Duck, One Day in our Blue Planet, Rosie's Walk
Nursery Rhymes	My hat by Tony Milton, Happy and you know it, 1, 2, 3 it's good to be me,	Twinkle, Twinkle Little Star, Nativity songs, Head,	A sailor went to Sea, To Celebrate the New Year (Chinese New	Buzzy Bee's Counting Song, It's raining, it's pouring, Ring a	The animals went in two by two, Old Macdonald had a farm, Five little	Zoom zoom zoom, Down by the station, The Grand Old Duke of York,

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	Special, Special Me, Growing by Tony Mitton	shoulders, knees and toes	Year), Little Engine, I am a Firefighter, Five little ducks, Five Little Peas	ring o' roses, Mary had a Little Lamb, Round and round the garden, Mary, Mary quite contrary	ducks went swimming, Animal Fair, B-I-N-G-O, Hickory, dickory dock	The Grand Old Duke of York, Row your boat, I am a music man, Stop, says the light
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<p>Communication:</p> <p>Listening and Speaking</p>	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow instructions/directions.</p> <p>To talk to their peers.</p> <p>To talk in front of a small group.</p> <p>To talk to their teacher and other known adults within their class.</p> <p>To learn and use new vocabulary linked to the vocabulary working walls.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p> <p>To talk to other adults within the year group as well as within their class.</p> <p>To answer questions in front of a whole class.</p> <p>To use the new vocabulary of the week, in their learning and play.</p>	<p>To ask questions to find out more.</p> <p>To understand a range of complex sentence structures</p> <p>To talk to other adults within the school community, outside of the Year Reception adults.</p> <p>To use conjunctions like 'and' and 'because' in their sentences.</p>	<p>To retell a story.</p> <p>To follow a story without pictures of props.</p> <p>To show and talk about their work with others.</p> <p>To use new vocabulary in a range of context.</p> <p>To engage in non-fiction texts and talk about what they have learnt.</p> <p>To use past tense correctly</p>	<p>To understand questions such as who, what, where, when, why and how.</p> <p>To link statements and continue on a main theme.</p> <p>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events</p>	<p>To have conversations with adults and peers with back and forth interactions.</p> <p>To talk to a range of adults around the school.</p> <p>To talk about why things happen,</p> <p>To talk in sentences using a range of tenses.</p>

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Self-regulation	<p>Self-regulation</p> <p>To recognise different emotions .</p> <p>To understand how people show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p> <p>To maintain focus during short small group activities.</p>	<p>To talk about how they are feeling; comfortable, uncomfortable.</p> <p>To consider how others are feeling and how their behaviour affects that.</p> <p>To change their behaviour to a range of situations.</p>	<p>To remain focused during longer whole class sessions.</p> <p>To follow an instruction which involves more than one step.</p>	<p>To manage their feelings and emotions using ...</p> <p>To continue to consider the needs and feelings of others.</p>	<p>To continue to learn how to manage and control their emotions using a range of techniques</p>	<p>To be able to maintain their focus during extended whole class sessions and independent learning activities.</p>
Managing -self	<p>To independently be able to</p> <ul style="list-style-type: none"> ● Use the toilet ● Wash hands ● Put coat on ● Change shoes into wellington boots. <p>To explore the Reception environment.</p> <p>To begin to understand the rules of a classroom.</p>	<p>To have confidence to try new activities.</p> <p>To develop ability to follow the rules of the classroom –</p> <p>To begin to understand the guiding principles</p>	<p>To begin to show resilience and perseverance when faced with a challenge.</p> <p>To independently manage to fasten a zipper on a coat.</p> <p>To independently manage to fasten button.</p>	<p>To identify and name healthy foods.</p> <p>To understand the importance of healthy food choices.</p> <p>To know how to keep self and personal space</p>	<p>To show a good level of independence in their ability to manage their own basic needs.</p> <p>To independently put their uniform on including managing to</p>	<p>To show a ‘can do’ attitude to change and transition.</p>

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		To know how to keep self and personal space safe - PANTS		safe - PANTS	fasten zippers, buttons and buckles with minimal support.	
Building Relationships	<p>To seek support from adults when needed.</p> <p>To gain confidence to speak to others in their class and to adults.</p> <p>To work collaboratively together</p> <p>To play with children who are playing with the same activity.</p>	<p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable.</p> <p>To begin to develop friendships. To begin to develop positive relationships with Reception staff.</p>	<p>To begin to work as a group with support from adults.</p> <p>To take turns during group work and when playing games together</p>	<p>To listen to the ideas of others.</p> <p>To find solutions to disagreements, with support from adults.</p> <p>To listen to the ideas of others.</p> <p>To find solutions to disagreements, with support from adults.</p>	<p>To develop relationships with other adults around the school – to support transition.</p> <p>To communicate with a range of people within school.</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play.</p> <p>To have developed strong friendships</p>

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Topic	All About Me	Celebrations	People Who Help Us	Plants	Animals	Transport
Gross Motor Skills	<p>To move safely within a given space.</p> <p>To stop safely.</p> <p>To develop control when using basic equipment e.g. scissors.</p>	<p>To run, change direction and stop on a given signal.</p> <p>To jump, hop, balance and move in a variety of ways with increasing control.</p>	<p>To demonstrate control over their body when moving around the hall.</p> <p>To create short sequences using shapes, balances and travelling movements.</p> <p>To developing rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.</p>	<p>To move in time to a piece of music, following the rhythm and use counting to help keep in time.</p> <p>To copy and create actions in time to a piece of music.</p> <p>To communicate ideas through movement, demonstrating confidence and imagination.</p>	<p>To play by rules given and develop co-ordination. To learn to play as a team. To learn to play against an opponent. To follow instructions safely and carefully when playing team games.</p>	<p>To throw and catch with a partner.</p> <p>To roll and track a ball.</p> <p>To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.</p>
Fine Motor Skills	<p>To use a dominant hand.</p> <p>To mark make using a variety of tools.</p>	<p>To hold a knife and fork correctly.</p> <p>To begin to use anticlockwise</p>	<p>To continue to use a tripod grip for mark making.</p> <p>To thread with</p>	<p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct</p>	<p>To hold scissors safely and correctly and cut out various materials.</p> <p>To paint using</p>	<p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes,</p>

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	To begin to use a tripod grip when	movements and	small beads. To use small pegs.	letter	thinner brushes.	materials and
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Reading - Comprehension	<p>To use pictures to tell stories.</p> <p>To listen to stories read and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p> <p>To answer simple questions about a text.</p>	<p>To sequence familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories read to them.</p> <p>To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</p>	<p>To role play and act out stories they have heard.</p> <p>To begin to understand the sequence of a story, identifying the beginning, middle and end.</p>	<p>To begin to predict what might happen next in a story.</p> <p>To suggest what might happen at the end of a story.</p> <p>To retell a story they have heard.</p> <p>To follow a story without pictures of props.</p> <p>To identify and talk about the characters in books they are enjoying listening to or reading.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p>	<p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question.</p>
Reading - Word Reading	<p>To recognise their written name.</p> <p>To recognise taught Set 1 sounds – see RWI.</p> <p>To identify the</p>	<p>To recognise taught Set 1 sounds – see RWI.</p> <p>To blend sounds to read words using taught sounds.</p> <p>To begin reading</p>	<p>To recognise taught Set 1 sounds – see RWI.</p> <p>To begin to recognise taught Set 2 sounds – see RWI.</p>	<p>To recognise taught Set 1, Set 2 – see RWI.</p> <p>To read taught ‘red words’.</p> <p>To read books matching their phonics ability.</p>	<p>To recognise taught Set 1, Set 2 – see RWI.</p> <p>To read taught ‘red words’.</p> <p>To read books</p>	<p>To recognise taught Set 1, Set 2 – see RWI.</p> <p>To read taught ‘red words’.</p> <p>To read books matching</p>

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	<p>initial sound in words.</p> <p>To begin to orally blend sounds in short words e.g. cat, dog.</p>	<p>captions and sentences using taught sounds.</p>	<p>To read taught 'red words'.</p> <p>To read books matching their phonics ability.</p> <p>To read captions and sentences using taught sounds.</p>	<p>To read captions and sentences using taught sounds.</p>	<p>matching their phonics ability.</p> <p>To begin to read longer captions and sentences using taught sounds.</p>	<p>their phonics ability.</p> <p>To begin to read longer captions and sentences using taught sounds.</p>
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Writing	<p>To practice the pre-writing skills necessary to begin to form letters 11.9</p> <ol style="list-style-type: none"> 1. Straight lines 2. Curved 3. Diagonal 4. Zig zag <p>To copy letter shapes which are familiar to them e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p> <p>To write the initial sounds in words.</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p>	<p>To form lower case letters correctly, from the correct starting point.</p> <p>To begin to write sentences using finger spaces.</p> <p>To spell words using taught sounds, including special friends.</p> <p>To spell some red words correctly.</p>	<p>To begin to form capital letters correctly in words used at the start of a sentence..</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To spell words using taught sounds, including special friends.</p>	<p>To form lower and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use a capital letter at the start of a sentence.</p> <p>To begin to read their written work back and check for meaning.</p>	<p>To form lower and capital letters correctly.</p> <p>To write sentences using a capital letter, finger spaces and a full stop.</p> <p>To begin to read their written work back and check for meaning.</p>

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Mathematics	Weeks 1 - 3 Unit 1 Numbers to 5 Weeks 4-5 Unit 2 Comparing Groups within 5 Weeks 6 - 7 Unit 3 Shape 2D and 3D	Weeks 1 - 2 Unit 4 Change within 5 Week 3 Unit 5 Number Bonds within 5 <i>Introducing the part whole model</i> Week 4 Assessment Week 5 Unit 6 Space Week 6-7 Consolidate	Weeks 1-2 Unit 7 Numbers to 10 Weeks 3-4 Unit 8: Comparing numbers within 10 Weeks 5 Unit 9: Addition to 10 Week 6 Unit 10: Measure	Week 1 Unit 10: Measure Week 2-3 Unit 11: Number bonds to 10 Week 4 Assessment Week 5-6 Unit 12: Subtraction	Week 1-2 Unit 13: Exploring Patterns Week 3-4 Unit 14: Counting on and counting Back Week 5 Unit 14: Counting on and counting back Week 6 Assessment Week 7 Unit 14: Counting on and counting back	Week 1 Unit 15: Numbers to 20 Week 2 - 4 Unit 16: Numerical patterns Week 5 Unit 17: Shape Week 6 Unit 18: Measure Week 7 Sorting

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Understanding the World Past and Present	To be able to identify how they have changed from when they were a baby.	To talk about the lives of the people around us. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.	To know about the past through settings, characters and events encountered in books read in class and storytelling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling
People Culture and Communities	To be able to talk about their own lives – my family, my school, my world. To recognise similarities and	To know about people who help us within the local community. To identify different	To talk about Chinese New Year.	To know that Christians celebrate Easter.	To know that simple symbols are used to identify features on a map.	To know some similarities and differences between things in the past and now, drawing on experiences and what has

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	<p>differences between themselves and their Peers</p> <p>To know the name of the town where they live.</p>	<p>celebrations in mand how people celebrate.</p> <p>To know the Christmas story and how it is celebrated.</p>				<p>been read in class.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>
<p>The Natural World</p>	<p>To talk about a simple map and draw information from it.</p> <p>To describe what they can see, hear, smell and feel when they are outside.</p> <p>To know features of their own immediate environment.</p> <p>To identify and recognise the features of</p>	<p>To talk about a simple map and draw information from it.</p> <p>To describe what they can see, hear, smell and feel when they are outside.</p> <p>To know features of their own immediate environment.</p> <p>To identify and</p>	<p>To identify and recognise the features of Winter.</p>	<p>To identify and recognise the features of Spring.</p>	<p>To identify the features of a woodland and identify the animals that live there.</p> <p>To know and compare habitats.</p>	<p>To identify and recognise the features of Summer.</p> <p>To know and compare habitats.</p> <p>To know there are many countries around the world. To know about the features of the world – forests, rainforests, jungles, deserts and oceans.</p>

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	Autumn.	recognise the features of Autumn.				
Computing	To use a range of appliances in role play	To learn about e-safety. To draw pictures of the IWB and be able to select colours.	To use the iPad to take pictures. To draw pictures of the IWB and be able to select colours and change pen size.	To use the IWB, changing games and programmes.	To explore how the Beebots work.	To give reasons why we need to stay safe online.

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Creating with Materials	<p>To name colours.</p> <p>To create simple representations of people and objects 11/09/23</p> <p>To manipulate textures using a range of techniques</p> <ul style="list-style-type: none"> - Rolling - Cutting - slicing <p>To explore different techniques for joining materials.</p> <ul style="list-style-type: none"> - Glue - Cellotape (range of tapes) <p>To draw and colour with</p> <ul style="list-style-type: none"> - Glue - Cellotape (range of tapes) <p>To draw and colour with</p>	<p>To name colours.</p> <p>create simple representations of people and objects.</p> <p>To explore different techniques for joining materials.</p> <ul style="list-style-type: none"> - Glue - Cellotape (range of tapes) <p>To draw and colour with pencils, crayons, chunky and thin pens.</p> <p>To experiment with colouring mixing.</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore a range of materials.</p> <p>To continue to explore joining techniques for a range of materials.</p> <ul style="list-style-type: none"> - Glue - Cellotape (range of tapes) - Fold and join <p>To use collage materials and different textures to create characters and</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore a range of materials.</p> <p>To continue to explore joining techniques for a range of materials.</p> <ul style="list-style-type: none"> - Glue - Cellotape (range of tapes) - Fold and join - Hole punch and loop 	<p>To use materials to explore sculpture.</p> <p>To continue to explore joining techniques for a range of materials.</p> <ul style="list-style-type: none"> - Glue - Cellotape (range of tapes) - Split pins - Fold and join - Hole punch and loop - Split pins 	<p>To use materials to explore sculpture.</p> <p>To be able to identify texture, shape and colour.</p> <p>To experiment with printing techniques.</p> <p>To continue to explore joining techniques for a range of materials.</p> <ul style="list-style-type: none"> - Glue - Cellotape (range of tapes) - Split pins - Fold

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	<p>pencils, crayons, chunky and thin pens</p> <p>To know different lines and practice drawing them.</p> <p>To fill in between lines using a range of coloring tools in between lines to develop pre-writing skills</p> <p>To draw and cut along lines</p>	<p>To use colours for a particular purpose.</p> <p>To fold in different ways</p>	<p>settings</p> <p>To use some cooking techniques</p>	<p>To use collage materials and different textures to create puppets.</p> <p>To use some cooking techniques – Easter nests and pancakes.</p>	<p>To be able to identify texture, shape and colour.</p> <p>To experiment with printing techniques.</p> <p>To draw lines to create a picture and colour in between them</p> <p>To share creations, talk about process.</p> <p>To design and make models with a purpose.</p>	<p>and join</p> <ul style="list-style-type: none"> - Hole punch and loop - Paper clips - Split pins <p>To draw lines to create a picture and colour in between them and overlap with picture of real objects to create a mixed media picture.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p> <p>To design and make models with a purpose.</p>
Being Imaginative and	Charanga Music: Me	Charanga Music: My Stories	Charanga Music:	Charanga Music: Our	Charanga Music: Big Bear Funk	Charanga Music: Reflect, Rewind

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Expressive	<p>To experiment with different instruments and their sounds and body movements.</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether they like/dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p>	<p>To talk about whether they like/dislike a piece of music.</p> <p>To join in with whole school singing assemblies.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes, songs and resources to act out the Nativity.</p>	<p>Everyone!</p> <p>To create musical patterns using un-tuned instruments.</p> <p>To move in time to music and learn dance routines.</p> <p>To act out well-known stories.</p>	<p>World</p> <p>To join in with whole school singing assemblies.</p> <p>To create musical patterns using un-tuned instruments.</p> <p>To move in time to music and learn dance routines.</p> <p>To act out well-known stories</p>	<p>To join in with whole school singing assemblies.</p> <p>To create own compositions using xylophones.</p>	<p>and Replay</p> <p>To join in with whole school singing assemblies.</p> <p>To create own compositions using xylophones.</p>
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