

Henry Bloom Noble Primary School
Reception Long Term Plan
Progression of skills overview

Reception Topics - These will be evolve and alter dependant on Child Led Planning - interests, needs and fascinations					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me/ Autumn	Celebrations of Light / space	Winter/ polar regions	Fairytales/Traditional Tales	People Who Help Us/ TT	The Animal Kingdom/ Minibeasts and dinosaurs
Henry Bloom Noble - Progression in Communication and Language and Language Structures					
The Language of Argument and disagreement (PSED Link) The Language of Comparison (Maths Link)	The Language of Deduction - assumption based on prior knowledge (UTW link) The Language of description (UTW link)	The Language of Evaluation (Drawing Club link) The Language of Explanation (Maths Link)	The language of Hypothesis (UTW Link) The Language of Opinion (UTW link) The Language of Prediction (Drawing Club/ Maths link)	The language of Retelling (Literacy Link)	The language of Sequencing
Henry Bloom Noble - Drawing Club Vocabulary explicitly taught, modelling and encouraged each week. 6-8 words per week based on story or animation.					
Skills	On Going Progression of Skills all year				Early Learning Goal
Listening, Attention and Understanding	<p>I can listen 1-1.</p> <p>I can listen in a small group.</p> <p>I can listen in a whole class situation.</p> <p>I can follow the rules of active listening – good sitting, eyes looking, ears listening, lips closed, brainboxes on.</p> <p>I can maintain attention for longer periods of time and concentrate in a range of contexts.</p> <p>I can listen to and talk about stories, non-fiction, rhymes and poems to develop understanding with a focus around sequencing and prediction. Link to colourful semantics – Who? Where? Doing what?</p> <p>I can recognise syllables in words</p> <p>I can listen carefully and follow 2/3/4 word level instructions.</p> <p>I can understand the questions who? Where? Doing what? (Progressively throughout the year).</p> <p>I can make relevant comments.</p> <p>I can ask relevant questions.</p> <p>I can take turns in a back-and-forth conversation.</p> <p>I can remember 2/3/4 events and recall them in sequence.</p> <p>I can listen with enjoyment to stories and rhymes and learn these by heart</p>				<p>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 conversations when engaged in back-and- forth exchanges with their teacher and peers.</p>

Speaking	<p>I can use accurate speech sounds. I can say good morning and good afternoon. I can speak in longer sentences. I can start a conversation. I can follow the rules of conversation skills. (Looking, volume, taking turns, facial expressions, gesture, using good words). I will follow instructions I can learn and use new vocabulary to draw on in conversation I can use new vocabulary within my play and within context I can share my ideas. I can use past, present and future tenses. I can answer any question asked I show clear understanding of what has been said to me</p> <p>I can connect one idea to another using the connectives 'because', 'so', whilst expanding with the use of 'when' and 'but'. I use words like 'I think its...', 'you could ...' and 'it might be...' I can begin to use the features of narrative and non narrative texts, using 'once upon a time', 'first', 'next', 'then'.</p> <p>I can listen to a rhyme or song and repeat it I can use rhyme to have fun (even if it doesn't make sense) I can respond appropriately to a song that requires a response I know a rhyme, a poem and a song off by heart</p> <p>I can use actions to remember a story. I can retell a story. I always listen and then attempt to answer questions which show comprehension of the story. I can listen to a story and decide if I have enjoyed it I can tell you my favourite book and the characters within it I can role play the weeks story I can tell you the plot</p> <p>I know to use non fiction to found out some facts that are true I can share new words around the subject from my facts</p>	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,
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Henry Bloom Noble - Progression of Personal, Social and Emotion Development. In EYFS we follow whole school values and themes for PSED across the year through Jigsaw.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding Me	Relationships	Goals and Dreams	Looking after me	Celebrating difference	Changing me
Skill	On Going Progression of Skills all year				Early Learning Goal

<p>Self-Regulation</p>	<p>I can model the right choice during times when the whole class are together.</p> <p>I am consistently gaining more praise for my right choices.</p> <p>I can observe other children’s work and tell them what I like.</p> <p>I can suggest things my friend could do next to extend their learning</p> <p>I can calm myself down.</p> <p>I can recognise when I am not making the right choice.</p> <p>I can show empathy for people in school and for characters in a story</p> <p>I can keep on trying when things are difficult.</p> <p>I am confident to try new things.</p> <p>I can share, take turns and join in with other’s play.</p> <p>I can suggest ideas for play.</p> <p>I can listen to what my teacher says and act appropriately.</p> <p>I can explain my feelings, ask for help and offer suggestions on how to rectify problems.</p>	<p>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 focussed 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.</p>
<p>Managing Self</p>	<p>I can separate from my main carer.</p> <p>I can hang up my coat.</p> <p>I can fasten my coat.</p> <p>I can put my bag on my peg</p> <p>I can find my name.</p> <p>I can line up.</p> <p>I can find my place on the carpet and be ready to listen.</p> <p>I can choose what I want for my dinner.</p> <p>I can wash my hands.</p> <p>I can brush my teeth. - (Modelled during Terrific Teeth Brushing Sessions)</p> <p>I can independently go to the toilet.</p> <p>I can choose healthy foods.</p> <p>I can exercise my body regularly.</p> <p>I understand about having a good sleep routine.</p> <p>I can take off and put on my jumper.</p> <p>I can get changed for PE.</p> <p>I am confident to try new activities.</p>	<p>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.</p>

Building Relationships	<p>I can listen to an adult. I can listen to my friend. I can be kind to others. I have regular friends that are good for me. I can make the right choice all of the time. I need little support from an adult to make the right choice.</p>	<p>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.</p>
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Henry Bloom Noble - Progression of Physical Education and Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Negotiating space Travel safely Listen to my teacher</p>	<p>Dance Unit of Work Travelling in Different ways</p>	<p>Apparatus and Active Games</p>	<p>Ball Skills</p>	<p>Gymnastics</p>	<p>Sports day active games</p>
Skills	On Going Progression of Skills all year				Early Learning Goal

<p>Gross Motor</p>	<p>I can confidently</p> <ul style="list-style-type: none"> - roll (tyres, along the ground, down the hill) - crawl (on the ground, using alternative hands and legs), fast, slow - walk, (Backwards, forwards, up and down stairs alternative feet, slow, fast) - jump (from a height, onto an object, off objects, standing still, running jump, one foot to two, two feet to one) - run (and navigate space) - hop - Skip - climb (apparatus, structures made from large loose parts) - Slide off benches, planks of wood - Carry large loose parts - Balance on large loose parts, benches and steps in outdoor area <p>I can demonstrate this in the classroom and outdoor area, forest school, PE and at play times.</p> <p>I can spin, rock, tilt, fall, slide and bounce. I can get out of breath and know that this is healthy for my body. I can sit on a chair and on the floor with good posture. I can combine different movements. I can throw, catch, kick, pass, aim a ball.</p> <p>I can spin in the spinners.</p> <p>I can move fluently with grace</p>	<p>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</p>
<p>Fine Motor</p>	<p>I can dough disco with many moves.</p> <p>I can make big movements using my shoulders and arms. I can move my hand and fingers without moving my shoulders. I can move and rotate my lower arm and wrist independently. I can use pencils, paintbrushes, scissors, knives, forks and spoons safely and confidently. I can hold a pencil to draw freely. I can copy a drawing or writing. I can hold a pencil using the tripod grip. I can form letters correctly.</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
<p>Henry Bloom Noble - Program and Progression in Literacy</p>		

Comprehension - [Talk 4 Writing Key Texts](#), Drawing Club texts -
 I can answer who, where,,doing what, when questions.
 I can retell a story.
 I can role play a story.
 I can use new vocabulary.
 I can predict what might happen next.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dear Zoo - Rod Campbell	Whatever Next - Jill Murphey - Portal Story -The Hairy Toe -We're Going on a Bear Hunt -The Magic Porridge Pot -	Polar Bear Polar Bear What do you hear? - Eric Carle	The 3 Billy Goats Gruff - beating the monster	The train Ride - June Crebbin - Journey Story	The Very Hungry Caterpillar - Eric Carle -
Fact File:	Instructions:	Fact File: Polar Bears	Instructions: How to catch a troll	Recount:	Recount: Life cycle of a caterpillar

Henry Bloom Noble - Phonics progression expected - Monster Phonics as suggested. This can be amended based on needs of cohort.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Black cat sounds		Digraphs	Digraphs and trigraphs	CCVC/CCVCC	

Henry Bloom Noble - Reading progression of skills all year

Skills	On Going Progression of Skills all year	Early Learning Goal
Phonics and word reading	I can read my name I can hear Initial sounds I can read initial sounds I can remember 3 objects in the right order I can oral blend 2 sounds I can oral blend 3 sounds I can read my black cat sounds I can blend and read a CVC word I can read digraphs I can read trigraphs I can read words containing digraphs and trigraphs I can read some tricky words I can read monster phonics books with known letter sounds, HFW and tricky words	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.

Henry Bloom Noble - Writing Assessment - Expected - Can be altered based on child development and on individual basis

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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I can form my letters correctly	I can form my letters correctly	I can form my letters correctly	I can form my letters correctly	I can form my letters correctly	I can form my letters correctly
I can apply pressure to my mark making	I can apply pressure to my mark making	I can apply pressure to my mark making	I can hold a short caption in my head	I can hold a sentence in my head	I can hold a short caption in my head
I can write and hear initial sounds in words and label a picture	I can hear most sounds in CVC words and write them using a sound mat to help me	I can segment a CVC word	I can segment a CVC word	I can segment a CVC word	I can segment a CVC/CCVC word
I can draw and picture and tell you what it is		I can hear most sounds in CVC words and write them using a sound mat to help me	I can hear most sounds in CVC words and write them using a sound mat to help me	I can hear most sounds in CVC words and write them using a sound mat to help me	I can hear most sounds in CVC words and write them using a sound mat to help me
			I can write a short caption such as "I can run."	I can write a short caption such as "The shop is shut"	I can write a short caption such as "The shop is shut"
					I can write a couple of simple sentences such as "I went to the glen. I was fun"
WA: Label an Autumn Picture	WA: Christmas List for Father Christmas	WA: caption about picture	WA: caption about picture	WA: Sentence about picture	WA: Sentence about picture

Henry Bloom Noble - Writing Progression of skills ongoing all year through Monster Phonics and Drawing Club

Skills	On Going Progression of Skills all year	Early Learning Goal
Writing	<p>I can draw an enclosed shape - circle or square</p> <p>I can draw an anticlockwise circle</p> <p>I can draw a cross</p> <p>I can write my black cat single letter sounds</p> <p>I can write initial sounds in words</p> <p>I can say the sounds I can hear in a CVC word</p> <p>I can copy a CVC word</p> <p>I can write a CVC word</p> <p>I can say a short caption</p> <p>I can write a caption</p> <p>I can say a sentence</p> <p>I can hold a sentence</p> <p>I can write a simple sentence with finger spaces</p> <p>I can check my sentence makes sense</p>	<p>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. Write simple phrases and sentences that can be read by others.</p>

Henry Bloom Noble - Program for Mathematics - Following Whiterose Maths Mastery for EYFS, NCETM and Numberblocks

Number					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Pattern Sorting All about Numbers 0-5 I can rote count forwards and backwards to 10	All about numbers 0-5 Name and describe Circles, Triangles, Quadrilaterals Same and different Positional Language I can rote count to 20. I can rote count backwards from 10.	All about numbers 5-10 I can rote count forwards to 20 and backwards from 20	All about numbers 5- 10 I can rote count to 30 Length Height and time Name and describe 3-D Shapes Sort 2D and 3D shapes	All about teen numbers Composition of numbers within 20 Sharing and grouping Recall number bonds Say 1 more and 1 less than a given number	All about teen numbers Composition of numbers within 20 Sharing and grouping Capacity
Numerical patters					
Recognise Patterns in my environment. Copy and continue and create my own repeating pattern	Rote count to 20 and backwards from 10	Rote count to 20 and backwards from 10	Rote count to 30 and backwards from 20	I can recognise odd and Evan numbers within 10 I can find doubles to 10 and halves	I can compare quantities using weight and capacity
Skills	On Going Progression of Skills all year				Early Learning Goal

<p>Stable Order 1:1 Correspondence Subitise numbers to 5 Cardinality of number Matching numeral to quantity Compare numbers Number bonds I can represent numbers in a tens frame I can use a part part whole model I can double and halve even numbers Tesselate, rotate shapes Compose and decompose shapes Copy and continue and create repeating patterns Compare length, Weight Height and Capacity</p>	<p>Number</p> <p>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 doubling facts.</p> <p>Numerical Patterns</p> <p>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.</p>				
<p>Henry Bloom Noble - Program and Progression of Understanding of the world - through Child Led Planning, topics, forest school, Tasty Tuesday (Food preparation), Togetherness and Belonging Celebrations (celebrations within our reception community)</p>					
<p>Past and Present</p>					
<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>

<p>I can talk about myself and my family and how they are related to me</p> <p>I can talk about people who are older than me and younger than me</p> <p>I can share something from my home and tell you about it</p>	<p>I can talk about Guy Fawkes</p> <p>I can look at photographs from the past</p> <p>I can talk about the Nativity Christmas Story</p>		<p>I can tell you a traditional tale.</p> <p>I can talk about the Easter Story</p>	<p>I can talk about different people in our community who help us</p> <p>I can compare and talk about people in our school and what they do to help us.</p> <p>I can look at old photographs from TT and talk about what is the same and what is different</p>	
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People, Cultures and Communities

<p>I can talk about home and school</p>	<p>I can talk about Hop Tu Naa and bonfire night and how it is celebrated in the Isle of Man</p> <p>I can talk about Diwali and use new words for artefacts</p> <p>I can talk about Christmas and how it is celebrated</p> <p>I know similarities and differences</p>	<p>I can talk about Lunar Chinese New Year and how it is celebrated</p> <p>I can use new words about Chinese New Year</p> <p>I Know some similarities and differences between celebrations</p>	<p>I can talk about Easter and How it is celebrated</p> <p>I can use new words about Easter</p> <p>I can draw a map of an imaginary story setting</p>	<p>I can name some familiar features that I see on the way to school eg: Spa shop. Garage, nursery, Zebra Crossing, allotment</p> <p>I can make a messy map and draw a map of our way to school.</p> <p>I can make a TT map</p>	
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The Natural World

I can talk about autumn I can plant bulbs for spring and know how to look after them	I can talk about natural sources of light I can talk about space and the moon. I can observe and talk about floating and sinking whilst making a lava lamp.	I can talk about winter I can observe and talk about freezing and melting ice and melting candle wax. I can talk about polar regions and how they are different to where we live.	I can talk about spring I can sort and describe materials I can explore magnets I can talk about how where I live is different to the farm.	I know what plants need to grow I can name some parts of a plant I know how to look after the environment	I can talk about the life cycle of a butterfly I can talk about summer
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Togetherness and belonging - Trips, Forest School and Celebrations within our reception setting

Share home life - build the home corner Explore beginning of Autumn in forest school Autumn Mindfulness	Hop Tu Naa Bonfire night Diwali Explore end of Autumn - Welly Walk to Woodbourne Square Christmas Watch a pantomime	Explore winter in forest school - make bird feeders Chinese banquet and parade Winter Mindfulness	Welly walk to Woodbourne Square - Spring watch Farm Visit Easter Celebration Fairytale ball Talk about changes to spring in forest school Spring Mindfulness	Trip to local emergency station Visitors from emergency services and our local community TT Fest	End of Reception ball Beach trip Talk about the plants and trees we see in forest school. Summer Mindfulness
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Parents and Partners

Slow immersive drop off	Parent Workshop - Literacy Cosy Christmas Carols	Parent Workshop - Understanding of the World Teeth Brushing Information event	Parent Workshop - Maths Mother's Day - Stay, pamper and Play	Parent Workshop - EAD Parents as Partners - New Cohort sessions	Parent Workshop - Year 1 Transition
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Henry Bloom Noble - Expressive Arts and Design Program and Progression

Artist Focus - As part of Art day/week

Autumn Term	Spring Term	Summer Term
Arcimboldo - Harvest Vegetable self portraits.	Henri Rousseau - animal pictures using pastels	Claude Monet - Waterlilies - Mixed Media

Creating with materials					
I can use pencils and felt tips to draw my own picture	I can experiment using different painting techniques - splat, flick like Jackson Pollock	I can paint using objects other than paint (ice/spices etc)	I can use pastels to create artwork base don Henri Rousseau	I can mould plastercine to make different shapes	I can use a variety of collage, watercolour and pastels to create a waterlilies picture
I can use natural material to make transient art	I can use clay to mould and create a pot.	I can paint using cool colours	I can do observational drawings and paintings	I can make my own emergency vehicle by joining objects together,	I can mould plastercine to make life cycle of a butterfly
I can look at my facial features and paint a self portraits	I can make a card for a special occasion	I can talk about light and dark shades	I can mix colours		I can create a communal art on a large scale.
I can create a collage using natural materials	I can make a functioning decoration and attach objects together		I can make masks of a fairy tale character		
Ongoing Skills					Early Learning Goal
<p>I can use scissors safely to cut paper.</p> <p>I can use different resources and techniques to create my own artwork and models. I can talk about my pictures/models and how I have made them.</p> <p>I can use glues, tapes, paper clips, split pins and treasury tags to join materials.</p> <p>I can use watercolours, loose parts, printing, poster paint, crayon, puffy paint</p> <p>I can use loose parts to create roles for my play to create structures, characters, settings, costumes etc.</p>					<p>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.</p>
Being Expressive and Imaginative					

<p>I can act out familiar family experiences</p> <p>I can perform nursery rhymes</p> <p>I can perform Dear Zoo as part of Talk for writing</p> <p>I can dance in the rain</p>	<p>I can express myself through dance (Hop Tu Naa, Bangra)</p> <p>I can perform Christmas songs for my grown up</p> <p>I can move to music</p>	<p>I can use and explore musical instruments</p> <p>I can use some musical instruments from another culture</p> <p>I can copy a dance from another culture</p>	<p>I can retell and act out a fairy tale</p>	<p>I can pretend to work as an emergency worker</p>	
<p>Ongoing Skills</p>					<p>Early Learning Goal</p>
<p>I can sing a range of nursery rhymes and songs. I can perform songs and stories with my class. I can pretend and make my own stories through role play.</p> <p>I can use musical instrument to make my own music I can listen to a simple rhythm. I can copy a simple rhythm. I can make my own simple rhythm. I can identify percussion instruments.</p> <p>I can freely dance, move and sing.</p> <p>I can use a small world to create my own narratives and retell stories</p>					<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>