Firs Primary School

Reception Knowledge progression

2026-2027

Baseline identifies the knowledge and skills children bring to Reception and provides a starting point for teaching. The Autumn, Spring and end-of-EYFS statements describe intended progression in learning. Knowledge and skills are revisited and strengthened throughout the year through explicit teaching, high-quality interactions, stories, routines and purposeful play. Children may demonstrate their learning in different ways and with appropriate support.

Children may demonstrate their understanding and skills through spoken language, actions, gestures, visuals, AAC or other appropriate communication methods. Adults provide responsive support and adaptations to enable every child to participate and make progress.

Reception Communication and Language Knowledge progression.

Baseline identifies the knowledge and skills children bring to Reception and provides a starting point for teaching. The Autumn, Spring and end-of-EYFS statements describe intended progression in learning. Knowledge and skills are revisited and strengthened throughout the year through explicit teaching, high-quality interactions, stories, routines and purposeful play. Children may demonstrate their learning in different ways and with appropriate support.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Listening and Understanding	• Listening carefully in different situations helps to find out information, follow instructions and join conversations. • Discussions involve listening, taking turns and responding to what others say. • Different question words ask for different types of information. • Instructions can contain several pieces of information that need to be remembered. • What we hear can be used to make an appropriate response. • Questions such as why and how ask us to give reasons and explanations.	• Asking questions helps us to understand information more clearly. • Questions beginning with why and how helps us to find reasons and explanations. • Listening helps solve problems. • Listening carefully helps us remember important information • Information can be gathered through conversation, stories and discussion.	• Listening carefully helps us understand the characters, settings and events in stories • Listening helps us understand stories, information texts and discussions • Stories give clues about what characters might do, feel or say next. • Context helps us understand unfamiliar words. • Conversations involve building on others' ideas.	• Effective communication involves listening, thinking responding and answering questions. • Information from stories, discussion and information texts can be remembered and used. • What we hear can be interpreted differently depending on the context • Questions help clarify understanding. • Other people's ideas can be built on during discussion. • Listening helps us to understand different viewpoints and ideas
Vocabulary development	• The meaning of new vocabulary can be learned through stories, conversations and experiences. • Vocabulary can be chosen to describe and explain ideas more precisely. • Sequencing and descriptive language help communicate increasingly detailed information. • Vocabulary learned in one context can be applied in another • Information books can teach us new facts and vocabulary.	• Stories and information help us learn new vocabulary • Using new vocabulary helps us explain our learning. • Words can have similar or related meanings • Some words are chosen because they communicate our ideas more clearly.	• Recently taught vocabulary can be used across different contexts. • Different subjects introduce different vocabulary. • New words can be introduced through the context in which they are used. • Vocabulary can be used to compare, explain and describe ideas in greater detail.	• Different words can be chosen depending on our audience and purpose • Choosing precise vocabulary helps others understand our ideas. • Vocabulary learned across different experiences and subjects can be used in new contexts. • A wide vocabulary helps us explain, discuss and communicate effectively

Reception Communication and Language Knowledge progression.

Children develop understanding through explicit teaching, stories, meaningful talk and play.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Speaking and Oracy	• Full sentences help communicate ideas clearly. • Vocabulary learned through stories and experiences can be reused when speaking. • Talk can be used to explain thoughts, feelings and events. • Language can be used to negotiate and solve problems with others. • Stories and experiences can be retold using key language and events. • Answering why and how questions explains our thinking.	• Different words help us describe people, places and events • Language helps us to explain and justify ideas. • Questions help us to think more deeply about ideas and experiences. • Reasons can be used to explain our choices and opinions. • Talk helps us to solve problems collaboratively.	• Stories have characters, settings and events that can be remembered, retold and adapted in different ways. • We can respectfully agree, disagree and add to someone else's ideas. • How and why questions can be answered using information we know. • Conjunctions such an 'because' and 'and' help us to explain our reasons and connect our ideas. • Good conversations build on others' ideas. • Role play helps us practise new language and communication skills.	• Stories can be told, adapted and created for different audiences and purposes. • We change the way we speak depending on who we are talking to and why. • Past, present and future tense communicate time. • Conjunctions connect ideas. • Speaking is used to explain, discuss and justify ideas using reason. • Language can be used to justify ideas and solve problems collaboratively. • Talk can be used to share learning, persuade others using reason and communicate ideas clearly.

Reception Personal, Social and Emotional Development Knowledge progression

Children develop understanding through positive relationships, modelling, explicit teaching, stories, play and everyday experiences

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Managing emotions/Self regulation	• Our choices and behaviour affect ourselves and others. • We can choose strategies to help regulate our emotions. • Thinking before acting can help us make better choices. • Talking can help us solve problems.	• Pausing and thinking about our feelings and choices help us respond appropriately. • Other people may think and feel differently. • Everyone experiences a range of emotions. • Talking helps solve problems.	• We can recognise emotions in ourselves and other people. • Different situations need different responses. • Different strategies can help us manage different feelings and situations. • Self-control helps us learn and build friendships. • Thinking about what happened helps us make different choices next time.	• Everyone experiences different emotions. • Managing our feelings and behaviour helps us keep trying when things are difficult. . • Managing emotions helps us learn and work with others. • Recognising our feelings and choosing familiar strategies can help us manage our behaviour.
Sense of self/Managing self	• We are responsible for our own choices. • Completing tasks independently helps us become independent learners. • Asking for help is responsible when we need it. • Healthy habits help keep our bodies and minds well.	• Making independent choices helps us become responsible. • Taking responsibility helps others trust us. • Challenges help us learn and improve. • Healthy choices become positive habits.	• Looking after ourselves helps us stay healthy and safe. • Trusted adults can help us when we feel worried, unsafe or unsure. • Making decisions independently helps us become confident learners. • Resilience helps us overcome challenges and achieve goals. • Reflecting on our successes helps us improve.	• Taking responsibility for our personal needs, belongings and learning helps us become increasingly independent. • Healthy choices keep us physically and mentally well. • Persevering when something is challenging helps us learn, improve and develop confidence. • Rules and routines help keep everyone safe, happy and ready to learn. • Sometimes things change and we can learn ways to cope with change.

Reception Personal, Social and Emotional Development Knowledge progression

Children develop understanding through positive relationships, modelling, explicit teaching, stories, play and everyday experiences

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Making relationships/ Building relationships	• Friendships grow through kindness and cooperation. • Everyone has different ideas and opinions. • Talking helps us solve problems together. • Respect helps everyone feel they belong.	• Good friendships are built through listening, kindness and compromise. • People can have different ieas and opinions, and we can learn from them. • Talking helps us solve disagreements peacefully. • Everyone has an important role within a group.	• Strong relationships are built on trust and respect. • Working together and listening to each other helps everyone achieve shared goals. • Including others helps everyone feel valued and belong. • Listening helps us understand different viewpoints.	• Everyone should be treated kindly and fairly • Good relationships are built through cooperation, listening and empathy. • Working together helps us to do things we might not be able to do on our own. • People have different experiences, backgrounds, beliefs and opinions, and these differences enrich our classroom community.

Firs Primary School

Reception Physical Development Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Moving & Handling	• The body can balance and move in different ways. • Different activities require different movements and levels of control. • Speed and direction can be adjusted to suit the space. • Balance and coordination help us move safely and confidently.	• Movements can be linked together to create sequences. • Different spaces, equipment and physical challenges require us to adapt our movements • Exercise helps develop strength, balance and coordination. • Changing speed, direction and body position helps us move safely and effectively in different spaces	• Different activities require different movement skills. • Repeated practice helps us refine movements and develop greater accuracy, coordination and control • Movements can be selected and adapted for different tasks. • Balance and coordination help us use equipment safely.	• Strength, balance and coordination support confident movement. • Spatial awareness helps us move safely and effectively around others. • Different physical activities require us to select and combine movements in appropriate ways. • Practising movements develops control and performance.
Fine Motor	• Careful hand and finger movements help us work accurately. • Different tools require different ways of holding and moving them for effective control. • Hand and finger strength supports precise movements. • Practising helps develop accuracy and control.	• Practising hand and finger movements develops control and precision. • Effective pencil control helps us draw and record ideas. • Different tools require different movements and levels of control. • Careful movements help us complete increasingly detailed tasks	• Accurate hand and finger movements help us draw and record ideas. • Different tools are suited to different tasks. • Hand and finger strength, coordination and control support accurate letter formation and increasingly fluent movements • Practising helps movements become increasingly accurate and automatic..	• Strength, dexterity and coordination support precise hand and finger movements • Choosing and controlling tools appropriately helps us complete different tasks effectively. • An effective pencil grip and correct letter formation support increasingly fluent and accurate handwriting • Accuracy and control help us create detailed work.
Health & Self-care	• Good hygiene helps stop illness spreading. • Healthy choices support growth, energy and wellbeing. • Physical activity, food, water, sleep and rest all help keep our bodies healthy. • Recognising risks and following safety rules helps us keep ourselves and others safe.	• Healthy habits are routines that help us care for our bodies. • Our bodies need a balance of food, water, physical activity, sleep and rest to stay healthy. • Physical activity can make our hearts beat faster, our breathing quicker and our bodies warmer. • Some situations contain risks that we need to recognise.	• Healthy choices help our bodies and minds to be ready to learn and play. • A balanced diet includes a variety of foods that help our bodies stay healthy. • Physical activity, rest, sleep and hygiene all contribute to wellbeing. • Recognising risks helps us make safer choices.	• Our bodies need healthy food, physical activity, sleep, rest and good hygiene to stay well. • Healthy habits contribute to our physical and emotional wellbeing. • The choices we make can affect our health, wellbeing and safety • Taking responsibility for personal hygiene, healthy choices and recognising risks helps us care for our own wellbeing and safety

Reception Literacy Knowledge progression.

Children develop literacy knowledge through high-quality stories, explicit phonics teaching, shared reading, modelling, meaningful conversations and purposeful writing experiences.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Comprehension	• Stories have an organised sequence. • Stories often have a beginning, middle and end. • Stories may contain a problem and resolution. • Characters' actions affect what happens. • Pictures and events provide clues about what might happen next. • Different texts can give us stories or information.	• Characters' actions can be influenced by their feelings • Words and illustrations provide clues about meaning. • A setting tells us where and sometimes when something happens. • What has already happened can help us predict what might happen next. • Non-fiction texts give us information. • New vocabulary helps us explain our ideas more precisely.	• Characters' actions, thoughts and feelings are connected. • Information from a text can help us explain our ideas. • Clues from the words and illustrations help readers make sensible predictions about what might happen next. • Different texts can have similarities and differences. • Readers can have different opinions and preferences. • Non-fiction, rhymes and poems can introduce information, ideas and vocabulary.	• Stories and narratives can be retold in our own words. • Events occur in a meaningful sequence. • Characters, settings and events are connected. • What has happened provides clues about what may happen next. • Vocabulary learned through texts can be used in different contexts. • Stories, non-fiction, rhymes and poems communicate ideas in different ways.
Word reading	• Letters or groups of letters represent sounds. • A written letter or group of letters is called a grapheme. • A spoken sound is a phoneme. • Sounds can be blended together to make a word. • English print is read from left to right.	• Graphemes can contain one or more letters. • Phonemes represented by graphemes can be blended to read words. • Some words cannot yet be read entirely using the GPCs I know. • Reading words accurately helps me understand a sentence.	• Known GPCs can be applied to unfamiliar words. • Some phonemes can be represented by more than one grapheme. • Recognising words automatically makes reading more fluent. • Sentences are read from left to right and word by word. • Some common exception words need to be recognised automatically	• Letters and groups of letters represent phonemes. Some phonemes can be represented by more than one grapheme • Digraphs are two letters representing one phoneme. • Phonic knowledge can be used to decode unfamiliar words. • Some common exception words cannot be decoded entirely using the phonics taught. • Accurate and increasingly automatic decoding supports fluent reading
Writing	• Writing carries meaning and can communicate a message. • Words are made up of sounds. • Sounds can be represented by letters/graphemes. • My name has a fixed sequence of letters. • Writing in English moves from left to right.	• Spoken words can be segmented into individual phonemes. • Phonemes can be represented by graphemes. • Known grapheme–phoneme correspondences can be used to represent sounds when spelling words • Some frequently used words need to be remembered. • Words can be combined to communicate an idea. • Writing moves from left to right	• Spoken sentences can be broken into words. • Words can be segmented into phonemes for spelling. • Known GPCs can be used to spell unfamiliar words. • Some common exception words need to be remembered. • Spaces separate words in a sentence. • A sentence is a group of words that communicates a complete idea.	• Spoken words can be segmented into sounds and represented with letters or groups of letters. • Phonic knowledge can be applied when spelling words. • Some words need to be remembered because they cannot be represented completely using taught phonics. • Letters have conventional shapes and formations that help make writing recognisable and readable. • Words can be combined into phrases and sentences to communicate meaning.

Reception Mathematics Knowledge progression.

Children develop mathematical knowledge through explicit teaching, mathematical talk, practical exploration, representations, problem-solving and repeated opportunities to recognise relationships and patterns.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Number	• The last number counted tells us how many are in the whole set. • Numbers to 5 can be represented in many ways. • Numerals represent quantities. • Small quantities can be recognised without counting. • A number can be made from smaller numbers. • Groups can have more, fewer or the same number. • The quantity stays the same when objects are rearranged.	• Numbers to 5 have different compositions. • A whole number can be made from smaller parts. • Numbers can be compared and ordered. • Each number is one more than the previous number. • Removing one gives one less. • Zero represents no objects. • Numbers to 5 can be partitioned into two or more parts, and the parts combine to make the whole.	• Numbers 6–10 are composed of smaller numbers, including **5 and a bit**. • Numbers can be partitioned in different ways while the whole remains the same. • Consecutive numbers differ by one. • Numbers can be compared using their position and quantity. • Doubles contain two equal parts. • Some numbers can be arranged into pairs with none left over and some have one left over. • Familiar number bonds can be recalled without counting each object.	• Numbers to 10 can be represented and composed in different ways • A number remains the same regardless of its arrangement. • Numbers are related to one another through composition. • Quantities to 5 can be recognised without counting. • Number bonds to 5, including subtraction facts, can be recalled automatically, alongside some number bonds to 10, including double facts. • Doubles are made from two equal parts
Numerical pattern	• A repeating pattern contains a unit that repeats. • The same pattern structure can be represented using different objects, sounds, actions or movements. • Quantities can be compared. • Objects can be ordered according to measurable properties. • Patterns can contain mistakes that can be identified and corrected.	• Numbers have a stable order. • Each number is one more than the number before and one less than the number after. • Numbers can be compared and ordered. • Patterns can be described by identifying their repeating unit. • A double is made from two equal groups. • Repeating patterns can be represented using objects, sounds, actions and symbols, while number patterns show relationships between numbers.	• The counting system continues beyond 10. • Consecutive numbers differ by one. • Numbers to 10 can be compared using their numerical relationships. • Doubling means combining two equal quantities. • Even numbers can be arranged into pairs with none left over; odd numbers have one left over. • Quantities can be distributed into equal groups. • Patterns can be generalised and represented in different ways.	• The counting system contains predictable patterns. • Numbers have relationships to other numbers. • Quantities can be compared in different contexts. • Doubles consist of two equal parts. • Even numbers can be grouped into pairs; odd numbers leave one unpaired. • Quantities can be shared equally. • Patterns can be recognised within numbers.

Reception Mathematics Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Shape, space and measure	• 2D and 3D shapes have properties that can be described. • A shape remains the same when it is turned or moved. • Shapes can be combined and separated to make other shapes. • Objects and places can be described in relation to one another • Length, height, weight and capacity can be compared directly • Time can be described through familiar sequences and routines.	• Shapes can be described by their properties rather than just their appearance. • 2D shapes can appear as faces of 3D shapes. • Shapes can be composed and decomposed. • Position can be described relative to another object or person. • Measures can be compared and ordered. • Non-standard units can be used to measure • Time can be sequenced using everyday language.	• Shapes can have the same properties even when their size or orientation changes. • More complex shapes can be made from simpler shapes. • Spatial relationships can be represented through models, pictures and simple maps. • Distance and position can be described and compared. • Measurement involves comparing a quantity against a consistent unit. • Different attributes require different forms of measurement. • Time can be compared using duration and sequence.	• Shape properties can be used to identify and compare shapes. • Shapes can be manipulated, rotated, composed and decomposed without changing their defining properties. • Positional and directional language can describe movement and location precisely. • Simple representations can show spatial relationships. • Length, height, mass and capacity are different measurable attributes that can be compared and measured using appropriate, consistent units. • Measurement requires consistent units. • Time describes sequence and duration and can be linked to familiar points in the day.

Reception Understanding the World Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Past and present	• The past includes events that happened before they can remember. • People, places and objects can change over time. • Photographs, stories and artefacts can help us find out about the past. • Events can be sequenced chronologically. • People used objects in the past that may be different from those used today.	• The past can be explored through photographs, stories, books and artefacts. • Life in the past had similarities to and differences from life today. • Their parents/grandparents were once children. • Familiar objects and places can change over time. • Different sources can tell us about the past.	• The past extends beyond their own and their family's immediate experiences. • People and ways of life change over time. • Stories, non-fiction texts, photographs, accounts and artefacts provide information about the past. • Significant events happened before they were born. • Some things change over time while others remain similar.	• People's lives were different in the past. • Characters, settings and events encountered through books can represent the past. • Comparing past and present helps us understand change. • Stories, non-fiction books, photographs, artefacts and experiences can help us understand how people lived in the past.
People, Culture and Communities	• A community includes different people, places and roles. • Different communities may have different traditions, beliefs and celebrations. • Maps, photographs, stories and non-fiction can provide information about places. • People live in different places around the world. • Life in other places may have similarities to and differences from their own life.	• Their local area contains important places, features and people. • Maps represent real places. • Communities can have different traditions, beliefs and celebrations. • Places may be special or significant to different people. • People around the world may live differently while also sharing similarities. • Books and other sources can provide information about communities beyond their own.	• There are different countries and communities around the world. • Life in other countries has both similarities to and differences from life in this country. • Culture may be expressed through traditions, celebrations, food, clothing, music, stories and customs. • Different places may be important to people for different reasons. • Maps and photographs can be used to find out about and compare places. • People have different roles and ways of contributing to communities	• People belong to different communities. • Communities have similarities and differences. • People have different beliefs and may have different religious and cultural communities. • Life in other countries can be similar to and different from life in this country. • Maps, observations, experiences and texts can provide information about places and communities.

Reception Understanding the World Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
The Natural World	• Familiar plants and animals have features that help us identify them. • Our senses help us explore and find out about the natural world. • Living things grow and change over time. • Weather and seasons change throughout the year. • Natural materials have different properties that can be observed and compared.	• Plants and animals have observable features that can be used to describe them. • Weather affects plants, animals and people in different ways. • Living things grow and change in observable ways over time. • Materials can change when they are heated, cooled, mixed or manipulated. • Careful observation helps us notice features and changes in the natural world.	• Plants and animals have similarities and differences in their observable features. • Different plants and animals live in different environments. • Seasonal changes affect plants, animals and the natural environment. • Changes in the natural world can have causes and effects. • Observations help us identify similarities and differences in the natural world.	• Plants and animals have features that help them survive in different environments. • Different environments have similarities and differences. • Seasonal changes affect living things and the natural world in different ways. • People's actions can help or harm the natural environment. • Natural materials have different properties that can be used to describe and compare them.

Reception Expressive Arts Knowledge progression.

Children develop creative knowledge and understanding through explicit teaching, modelling, exploration of materials, music, storytelling, imaginative play and opportunities to experiment and express ideas.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Creating with materials	• Different materials and tools can be selected for different purposes. • Lines, shapes, colours and textures can be used to represent ideas. • Materials can be joined, stacked, balanced and arranged to create different structures and designs. • Creations can be developed by adding, removing or changing parts. • Talking about creations helps us share our ideas and explain what we have made.	• Different tools and materials have properties that make them suitable for particular purposes. • Colours can be mixed and changed to create new colours and effects. • Textures, colours and materials can be selected to represent ideas and create different effects. • Creations can be reviewed and improved by making changes. • Creative choices can be explained by describing the materials and techniques used	• Creative ideas can be planned and developed before and during the making process. • Different materials and techniques can be combined to achieve an intended effect. • Creative ideas and techniques can be adapted when something does not work as intended. • Adding detail can help communicate ideas more clearly through creative work. • Collaborative creations involve sharing ideas, materials and responsibilities.	• Materials, tools and techniques can be selected and combined to achieve different creative purposes. • Observations, imagination and experiences can inspire creative representations. • Creative work can be refined and improved through revisiting and making changes. • Creative processes involve making choices about materials, techniques and how ideas are represented. • Colour, texture, shape and form can be used purposefully to communicate ideas and create effects.
Being Imaginative and Expressive	• Familiar stories can be recreated and changed through imaginative play. • Props and objects can represent characters, places and events in pretend play. • Music has features such as beat, rhythm, tempo and volume. • Sounds and movements can be arranged into simple repeating patterns. • Music, movement and drama can communicate ideas and feelings.	• Characters and simple storylines can be invented through imaginative play. • Familiar stories can be adapted by changing characters, settings or events. • Songs, rhymes and actions can be performed individually and with others. • Rhythms and movement patterns can be copied and repeated. • Shared imaginative play involves listening to and developing ideas with others.	• Imaginative narratives can be developed collaboratively by combining different ideas. • Roles and characters can be sustained and developed through voice, actions and movement. • Music can be changed by altering tempo, volume, rhythm and pitch. • Instruments and sounds have different qualities that can be selected to create particular effects. • Music, movement and drama can be combined to communicate ideas and tell stories	• Stories can be invented, adapted and retold using imagination and familiar narrative structures. • Songs, rhymes, poems and stories can be performed individually and with others. • Musical patterns and rhythms can be created and repeated using sounds, instruments and movement. • Music, movement, drama and role play can communicate different ideas, emotions and experiences. • Imaginative narratives can be developed through adding characters, events and descriptive details