

## Reception progression Baseline

### Personal, Social & Emotional Development

- Talk with others to solve conflicts.
- Remember rules without needing an adult to remind them.
- Make healthy choices about food, drink, activity and toothbrushing.
- Develop appropriate ways of being assertive.

### Communication & Language

- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

### Physical Development

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Show a preference for a dominant hand.

### Literacy

- Engage in extended conversations about stories, learning new vocabulary.
- Develop their phonological awareness, so that they can:
  - -recognise words with the same initial sound, such as money and mother
- Write some or all of their name.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some letters accurately.

### Mathematics

- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Solve real world mathematical problems with numbers up to 5.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Combine shapes to make new ones –an arch, a bigger triangle etc.
- Extend and create ABAB patterns –stick, leaf, stick, leaf.  
Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### Understanding the World

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to make sense of their own life-story and family's history.
- Talk about the differences between materials and changes they notice. Understand the key features of the life cycle of a plant and an animal.
- Talk about what they see, using a wide vocabulary.

### Expressive Arts and Design

- Develop their own ideas and then decide which materials to use to express them.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Create their own songs, or improvise a song around one they know.

