



St Paul's C.E Primary School

Early Years Knowledge Progression Map

Communication & Language (C&L)

Key Foundations (by the end of Reception)

- Listen with attention; understand and respond appropriately in conversations
- Use a wide and increasingly rich vocabulary in full sentences
- Retell stories and explain ideas clearly; ask and answer questions
- Hold back-and-forth conversations with peers and adults

Progression across the year

- **Autumn:** build listening routines; rhyme and song bank; modelled talk in play; 4-6 word sentences
- **Spring:** "why" and "how" questions; sequenced retelling (creatures/growth); non-fiction vocabulary in context
- **Summer:** connected ideas using conjunctions; confident retells; topic words used spontaneously across provision

Representative experiences

Daily story times and poem/rhyme; dialogic reading; role-play linked to core texts; Picture News talk; vocabulary walls; circle time

Personal, Social & Emotional Development (PSED)

Key Foundations (by the end of Reception)

- Identify and manage feelings; follow routines and expectations
- Work and play cooperatively; build and maintain friendships
- Show independence and resilience; make healthy choices
- Consider others' perspectives and resolve simple conflicts

Progression across the year

- **Autumn:** emotions language; class rules and routines; turn-taking and sharing
- **Spring:** resilience with challenge; growing independence in hygiene/dressing; kindness and perspective-taking
- **Summer:** manage feelings with simple strategies; articulate choices; problem-solve with peers; healthy habits embedded

Representative experiences

Zones of Regulation; Worry/Colour Monster check-ins; *No Outsiders* texts; circle time; buddy play; healthy eating/cooking; sports & outdoor team play

Physical Development (PD)

Key Foundations (by the end of Reception)

- Strong core, balance and coordination; fluent movement and spatial awareness
- Confident use of large and small apparatus; control with balls and equipment
- Efficient tripod grip; accurate, controlled letter formation; safe tool use (scissors, glue sticks, brushes, cutlery)

Progression across the year

- **Autumn:** core stability; safe movement in space; Funky Fingers routines; early grip and tool handling
- **Spring:** ball skills and movement sequences; climbing/balancing; letter formation accuracy begins
- **Summer:** confident apparatus work; precision and stamina; handwriting foundations secure

Representative experiences

PE (gym/dance/ball skills); outdoor climbing/bikes/scooters; Dough Disco & Funky Fingers; scissor/peg/tweezer rotations; fine-motor challenges in areas

Literacy (Reading & Writing)

Key Foundations (by the end of Reception)

- Secure phonics for decoding; read matched decodable books with growing fluency
- Enjoy and discuss a wide range of stories, poems and non-fiction
- Write simple, meaningful words and sentences that others can read

Progression across the year

- **Autumn:** RWI Set 1; oral blending; early segmenting; name writing; mark-making with purpose
- **Spring:** Set 1 special friends → Set 2; read simple phrases/sentences; sentences with capital letters/full stops
- **Summer:** increasing fluency with matched books; secure common exception words; independent short pieces with growing stamina

Representative experiences

Daily Read Write Inc; matched decodables to take home; *Pathways to Write* units; Super Six/core story spine; author & poetry focus; meaningful writing in provision (lists, labels, cards, plans)

Mathematics

Key Foundations (by the end of Reception)

- Deep understanding of numbers to 10 (composition, comparison, patterns)
- Automatic recall of bonds within 5 and some to 10; talk about doubles/halves, odd/even
- Confident verbal counting beyond 20; early calculation language
- Explore pattern, shape, space and measures through practical play

Progression across the year

- **Autumn:** subitising within 3-5; cardinality; comparison language; early composition
- **Spring:** bonds within 5; extend to 6-10 as "5 and a bit"; doubles/evens; ordering and numerals to 10
- **Summer:** automaticity with bonds to 5 (and some to 10); flexible counting beyond 20; odds/evens and patterned structures

Representative experiences

NCETM Mastering Number routines; dice/dot images; ten-frames; spatial reasoning via White Rose tasks; measure talk in role-play, construction, water/sand; snack-time counting & sharing

Understanding the World (U+W)

Key Foundations (by the end of Reception)

- Talk about past/present events; understand simple changes over time
- Notice similarities and differences between people, cultures and communities
- Explore the natural world (seasons, life cycles, habitats, materials and simple processes)
- Use simple maps/symbols; show curiosity and care for living things and the environment

Progression across the year

- **Autumn:** self/family; immediate environment; harvest/nativity; local places and people
- **Spring:** roles in the community; seasons and weather; simple maps and journeys; church links; Easter
- **Summer:** contrasting localities; life cycles/changes of state; stories and celebrations from around the world; simple symbols on maps

Representative experiences

Picture News; visitors (people who help us); trips to Longton

Library/church/Trentham Gardens; planting & life-cycle observations

(caterpillars/chicks); **Understanding Christianity & LA syllabus**; simple fieldwork (maps, trails)

Expressive Arts & Design (EAD)

Key Foundations (by the end of Reception)

- Explore and combine media and materials; choose tools and techniques for a purpose
- Express ideas through art, music, movement, role-play and storytelling
- Talk about their creations, make simple improvements and perform with growing confidence

Progression across the year

- **Autumn:** colour mixing; mark-making on large/small scale; nursery rhymes; artist focus (e.g., Kandinsky)
- **Spring:** joining techniques; natural art (Andy Goldsworthy); collaborative builds; movement to music
- **Summer:** performance and composition; portraiture (Picasso/Kahlo); sharing, explaining and evaluating finished pieces

Representative experiences

Weekly artist focus; music & movement sessions; prop-making for role-play; small-world storytelling; pattern & composition with loose parts; class performances/assemblies