

Focus: Practical independence, self-care, routines, and emotional skills that promote confident, independent learners in the Early Years.

Links to Strong Foundations

Area	Below Reception	Pre-Reception	Reception Autumn	Reception Spring	Reception Summer
Toileting & Hygiene	Begins toilet training; communicates need; washes hands with help.	Uses toilet with reminders; help with wiping; reminders to washes and dry hands.	Fully toilet trained, reminders to washes and dry hands.	Fully independent in toileting and hygiene.	Fully independent in toileting and hygiene. Washes hands after messy play; supports others.
Dressing & Self-Care	Help with putting coat on.	Puts on coat with support.	Puts on coat independently; attempts buttons/zips.	Put on coat with zip. Dresses/undresses for PE with minimal help.	Fully independent in dressing and organisation.
Snack & Mealtime Independence	Chooses snack with help; selects cup for drink, uses spoon.	Pours drink with support; tidies up with reminders. Uses fork and spoon.	Pours drink from jug; tidies up. Manages snack independently some support with knife; uses manners.	Independently chooses, pours, and tidies away.	Models independence and manners; helps others.
Lining Up & Transitions	Learns to line up with support; stands near peers.	Lines up with reminders; waits calmly.	Lines up independently; transitions smoothly.	Lines up calmly; keeps personal space.	Leads line and helps others transition.
Turn-Taking	Begins to take turns with adult support.	Takes turns with reminders.	Takes turns and cooperates independently.	Negotiates during play and resolves conflicts with support.	Supports peers in turn-taking and resolves any conflicts.
Playing Independently	Explores areas with adult supporting play.	Chooses activities independently for a limited time.	Sustains play and tidies resources. Extending play with support. Chooses and stays at activity for increasingly longer periods.	Plans and gathers resources independently and stays at activity for increasingly longer periods.	Extends ideas creatively; evaluates outcomes independently.

Reception Life Skills Curriculum

Recognising Name	Notices name card with image support.	Recognises name by first letter.	Recognises first name with support/hints. Recognises first name independently.	Writes first name copying or tracing.	Writes first name independently.
Tidy-Up & Responsibility	Helps tidy with adult modelling.	Tidies chosen area with friends and reminders.	Tidies independently; cares for resources. Tidies own space; takes pride in work.	Tidies shared areas; takes on class jobs.	Leads tidy-up and supports peers.
Following Routines & Instructions	Follows one-step instructions.	Follows two-step instructions.	Follows routines independently. Follows two-step instructions.	Follows three-step; anticipates next routine.	Supports others with routines and transitions.
Emotional Development	Expresses basic needs; begins to notice feelings.	Talks about feelings; shows kindness with adults.	Recognises others' feelings. Talks about emotions.	Regulates emotions with support.	Manages feelings independently; shows empathy.
Learning Behaviours	Concentrates for 3–4 minutes; enjoys praise.	Sustains focus for longer periods; shows pride in effort.	Persists with challenges; plans next steps. Concentrates for 5-8 minutes; motivated to finish tasks.	Sustains focus and perseverance.	Concentrates for 8-10 minutes. Reflects and improves on work.
Understanding Provision & Safety	Notices if an area is too busy with support; follows safety reminders.	Follows rules on areas being too busy.	Follows safety rules independently; helps others. Uses tools safely with supervision.	Chooses and returns tools responsibly.	Models safety for others.
Classroom Community	Joins group tidy-up songs.	Takes on helper roles.	Models routines for peers; shows pride. Takes on class roles with pride.	Supports peers and contributes ideas.	Demonstrates leadership and kindness.