

Reception Curriculum Progression Overview Range 6 – Long Term Plan 2026-2027

Trips, visits and real-life experiences are planned throughout the year, depending on the needs, skills and interests of the children. We follow children's curiosity and interests to provide meaningful experiences that enrich and extend their learning. This may include visits from people in the community, local trips, exploring the school environment and wider community, or experiences linked to children's current interests. High-quality books and stories are also used to inspire and develop children's interests, providing opportunities to explore new ideas, places, cultures, experiences and vocabulary. These experiences are adapted and developed in response to the children, ensuring that learning remains meaningful, engaging and relevant to them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Events	Black History Month Harvest Festival	Diwali Bonfire Night Remembrance Day Christmas Children in Need	Chinese New Year Mental Health Week	Pancake Day Mother's Day Easter World Book Day	Games with Grandparents	Father's Day
School events/ Trips/ Visitors	Spanish Day	Pantomime Trip Stay and play with parents Visit to the postbox Church visit Christingle Service Christmas Jumper/Dinner Day		STEM Week World Book Day Fire Fridays Mother's Day Breakfast	Summer Trip	Sports Week/ day Transition Day Father's Day breakfast
Possible Book Focus'	10 Delicious Teachers Where the Wild Things Are My Granny went to Market My Hair So Much Zog and the flying doctors What the ladybird heard The Little Red Hen Supertato	Elmer The Rainbow Fish Nursery Rhymes Room on the Broom Christmas Books The Gingerbread Man	Jack Frost Stickman Lost and Found If you were a penguin Whatever Next How to catch a star Rocket Rocket Zoom Aliens Love Underpants Beegu Zoom to the Moon The Naughty Bus	Jack and the Beanstalk The Tiny Seed Olivers Vegetables The Very Hungry Caterpillar A fruit is a suitcase for seeds The Bad Tempered Ladybird Billy's Sunflower Handa's Surprise	We're going on a bear hunt Croc and Bird Rumble in the Jungle Charlottes Web The Gruffalo The Tiger Who Came to Tea Giraffes Can't Dance Goldilocks & The Three Bears Three Little Pigs Three Billy Goats Gruff	Barry the Fish with Fingers Commotion in the ocean Sharing a shell Tiddler Pirate Boy

Prime Area - Range 6 Personal, Social and Emotional Development

Children develop their personal, social and emotional skills throughout the year through high-quality interactions, circle times, small-group activities, stories and opportunities to develop relationships through play. Adults support children to develop their confidence, independence, emotional awareness and ability to build positive relationships with others.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Sense of Self	• Talks confidently about their home, community, interests and what they can do. • Makes purposeful choices in play and selects resources independently. • Shows confidence to try unfamiliar activities and persevere with challenge.	• Describes strengths and areas they are developing, using positive and realistic language. • Explains what they want to achieve in play and makes plans for how to do it. • Shows increasing independence, perseverance and confidence when things are difficult.	• Recognises and values that people belong to different communities and social groups. • Talks positively about differences between people and accepts others who may be different. • Chooses resources, sustains chosen activities and can explain what they are good at and what they are improving.
Understanding Feelings	• Identifies and talks about a range of feelings in themselves and others. • Begins to explain why they or others might feel a particular way. • Seeks support when feelings or situations become difficult.	• Talks about feelings, behaviour and consequences and begins to recognise how actions affect others. • Uses strategies to manage strong feelings and cope when wishes cannot be met. • Shows empathy and offers comfort to others.	• Repairs relationships when they have caused upset and suggests different ways to respond. • Shows awareness of fairness, rules and behavioural expectations. • Uses negotiation, sharing and compromise to manage conflict.
Making Relationships	• Builds positive relationships with familiar adults and peers. • Joins play and begin to cooperate, share and take turns. • Listens to others' ideas and contributes their own.	• Develops particular friendships and work collaboratively with others. • Takes account of different viewpoints during shared play. • Uses talk to negotiate, solve disagreements and seek help when needed.	• Works and plays cooperatively with a range of children. • Shows sensitivity to their own and others' needs. • Uses compromise and negotiation to sustain positive relationships.

Early Learning Goal

Self-Regulation: 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 focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions

Managing Self: 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.

Building Relationships: 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

Prime Area - Range 6 Communication and Language

Communication and Language is developed throughout the year through high-quality adult–child interactions, sustained shared thinking, circle times, group discussions, daily stories, singing and rhymes, speech and language interventions, Drawing Club, daily phonics, role play, small-world play, story sacks and weekly reading buddies. We use WellComm and Verbo to support children’s speech, language and communication development. Speech and language interventions are delivered by our trained Speech and Language Champion, ensuring children receive targeted support to develop their communication skills.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Listening and Attention	• Listens to others and responds appropriately in conversations and group times. • Maintains attention for increasingly sustained periods. • Shows they can listen while engaged in an activity.	• Listens carefully to stories, discussions and explanations without relying on visual prompts. • Takes account of what others have said and responds to ideas. • Maintains attention across longer, more complex interactions.	• Listens and responds thoughtfully in back-and-forth conversations. • Follows a story or discussion without pictures or props and recalls key information. • Shows flexible attention and can listen while carrying out a task.
Understanding	• Follows increasingly complex instructions and routines. • Understands questions about who, what, where, when, why and how. • Understands a growing range of vocabulary and sentence structures.	• Understands complex sentences, including negatives, plurals and tense markers. • Understands and responds to ideas expressed by others. • Uses contextual clues and prior knowledge to make sense of stories and explanations.	• Follows stories without pictures or props and responds to questions about them. • Understands more complex questions and explanations and can explain their thinking. • Makes connections between information and applies understanding in new situations.
Speaking	• Uses a growing vocabulary to describe, explain and organise ideas. • Joins conversations and begins to maintain a main topic. • Uses language in play to take on roles and recreate experiences.	• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Uses new vocabulary in different contexts and experiments with words and sounds. • Develops narratives and storylines in play using increasingly precise language.	• Speaks confidently for different purposes, including descriptions, explanations, instructions and justifications. • Links statements clearly to a main theme or intention. • Maintains back-and-forth conversations and adapts language for different audiences.

Early Learning Goals

Listening, Attention and Understanding: 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking: 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, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Prime Area - Range 6 Physical Development

Children develop their gross and fine motor skills every day through a wide range of purposeful activities and experiences. Fine motor skills are strengthened through daily busy fingers activities, including threading, cutting, weaving and playdough, as well as mark making, drawing, construction and handwriting. Children have regular opportunities to develop their gross motor skills through dough disco, weekly PE sessions, climbing equipment, bikes and outdoor physical play. PE sessions are planned and delivered using GetSet4PE.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Moving and Handling Gross and Fine motor	• Moves confidently in a range of ways, changing speed, direction and body shape. • Develops balance, coordination and spatial awareness in active play. • Uses balls and equipment with increasing control. Uses anticlockwise movement and retrace vertical lines Begins to form some recognisable letters	• Navigates space safely in racing, chasing and obstacle games. • Travels confidently over, under, around and through climbing and balancing equipment. • Uses tools, construction and malleable materials safely with increasing control.	• Adapts movement to reduce risk and responds to challenges independently. • Shows increasing control when pushing, patting, throwing, catching and kicking. Forms recognisable letters, most of which are correctly formed
Health and Self-care	• Manages basic routines with increasing independence, including eating, toileting and dressing. • Talks about healthy choices and why exercise, food, water, sleep and hygiene matter. • Begins to recognise how their body feels after activity or when emotions change.	• Describes food textures and tastes and notices changes when foods are combined or heated/cooled. • Explains why daily routines support health and wellbeing. • Recognises physical changes linked to being tired, unwell, anxious, angry or sad.	• Usually manages personal care independently during the day. • Makes sensible safety decisions and considers risks during new physical challenges. • Practises appropriate safety measures and can explain how healthy choices support wellbeing.

Early Learning Goals

Gross Motor: 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.

Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Specific Area - Range 6 Literacy

Alongside following Little Wandle as our systematic phonics programme, we also deliver Drawing Club, providing children with opportunities to develop their vocabulary, comprehension, imagination, speaking and listening skills, as well as their early writing skills. These skills are further supported throughout our exploring time, where children have access to a range of opportunities and resources to practice and develop their literacy skills independently. We have a 'Book of the Week', carefully selected to reflect the children's interests and support our current skill focus. Children take home a reading book matched to their current phonics ability, enabling them to practice the sounds and skills they have been taught in school.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Reading	• Shows strong enjoyment and engagement with stories, rhymes, poems and information texts. • Talks about characters, events and important details. • Uses developing phonics knowledge to read familiar and decodable words. Hears and says the initial sound in words	• Retells key events and makes predictions about what might happen next. • Uses phonics confidently to segment and blend words • Recognises and reads common words encountered in familiar texts.	• Reads simple sentences and books that match their phonic knowledge. • Talks about stories and information, making links with their experiences and other texts. • Shows understanding of what they have read and respond thoughtfully to questions.
Writing	• Writes or attempts their name and familiar words using recognisable letters in sequence • Uses marks, drawings and emerging writing to communicate meaning. • Develops control of pencil movements and letter formation.	Writes for different purposes in play and adult-supported sessions Use their phonic knowledge to write simple labels and captions Begin to segment the sounds in words and blend them	Writes simple sentences that can be read by others, using their phonic knowledge. • Forms most letters recognisably and with increasing accuracy. • Uses writing to communicate ideas, messages, stories and information independently.

Early Learning Goals

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading: 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.

Writing: 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.

Specific Area Range 6- Mathematics

We use White Rose Maths to support the delivery of our mathematics curriculum, providing children with a carefully sequenced approach to developing their mathematical knowledge, understanding and skills. Children are exposed to mathematics daily, through whole-class sessions and small-group activities. Teaching focuses on developing children's understanding of number, numerical patterns, shape, space, measures and mathematical vocabulary through practical and meaningful experiences. Mathematics is also embedded throughout children's Exploring Time, where children have regular opportunities to apply and develop their mathematical skills independently.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Number and Numerical Patterns	Number: Uses number names and symbols when comparing numbers. Recites numbers from 0 to 10 and beyond and back from 10 to 0. Puts numerals in order from 0 to 10 Understands that numbers are made up of smaller numbers. Subitises numbers to 4 and possibly 5. Counts out up to 10 objects from a larger group. Matches a numeral with a group of items to show how many there are, up to 10.	Compares numbers and quantities and discusses which is greater, less or the same Explores how numbers are composed of smaller numbers and partitions numbers in different ways. Adds one and subtracts one with numbers to 10 in practical contexts. Counts forwards and backwards confidently and orders numerals. Counts out quantities up to 10 and connects quantities with numerals.	Places numbers in their approximate positions on an empty number line. Uses number names and symbols when comparing larger numbers. Counts confidently beyond 10 and recognises the order and position of numbers. Applies counting and cardinality when solving practical problems Uses addition and subtraction strategies to solve practical problems Sharing and Grouping Explores mathematical problems using representations, signs and strategies of their own choice. Understands that numbers can be partitioned and recombined in different ways.
Shape, Space and Measures	Estimates a number of things, showing understanding of relative size. Notices patterns in the environment and begins to identify the pattern rule. Compares length, weight and capacity and discusses differences. Uses mathematical language to describe shapes and notices shapes in the environment.	Predicts and discusses comparisons of length, weight and capacity Uses measuring tools in everyday experiences and play. Orders and sequences events using everyday language related to time. Composes and decomposes shapes to make other shapes. Gives and follows directions and describes position using mathematical language.	Combines shapes to create other shapes and solves problems involving shape Uses spatial language to give and follow directions and describe different viewpoints. Turns and flips objects to make shapes fit and creates models using spatial reasoning Creates simple maps of familiar or imaginative environments. Selects shapes to make increasingly complex models. Identifies the rule within a repeating pattern and the unit of repeat.

Early Learning Goals

Number: 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 double facts.

Numerical Patterns: 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.

Specific Area Range 6 - Understanding the World

Children are given regular opportunities to explore and develop their understanding of the natural world through experiences such as Welly Walks, Fire Fridays and observations in our outdoor environment. Children are encouraged to notice changes, ask questions, share their observations and talk about what they have discovered. We value children's experiences from home and provide opportunities for them to share festivals, celebrations and special experiences that they have taken part in with their families. Children can share these experiences with the class through ClassDojo, helping to develop their understanding of different cultures, traditions, families and communities.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
People and Communities	• Talks about their own family, home and community experiences. • Recognises that people may belong to different communities and groups. • Shows interest in different ways people live, celebrate and communicate.	• Compares experiences, traditions and communities and talks about similarities and differences. • Recognises that people may have different beliefs, cultures, abilities and experiences. • Shares their own experiences while listening respectfully to others.	• Talks confidently about their own community and makes links with other communities. • Shows acceptance of people who may be different from themselves. • Uses conversations, books, photographs and first-hand experiences to deepen understanding.
The World	• Notices patterns, similarities, differences and changes in the natural world. • Observes plants, animals, materials and places closely. • Talks about what they notice and asks questions.	• Explains some changes and why things happen, drawing on observations and experiences. • Talks about similarities and differences between places, objects, materials and living things. • Begins to record and share findings through drawings, models, writing or photographs.	• Makes detailed observations of animals and plants and explains changes over time. • Compares their immediate environment with other environments. • Uses appropriate vocabulary to explain observations and shares ideas and explanations with others.
Technology	• Uses familiar technology purposefully and safely. • Explores how buttons, switches and controls affect what technology does. • Talks about what digital and non-digital equipment is used for.	• Chooses appropriate technology for a purpose and explains how it works. • Uses simple digital tools to record, create or communicate ideas. • Talks about safe and responsible use of technology.	• Selects and uses a range of technology confidently for meaningful purposes. • Explains how technology can help solve a problem or complete a task. • Uses technology as one of several ways to investigate, record and communicate learning.

Early Learning Goals

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Specific Area Range 6 - Expressive Arts and Design

Children have access to our creative area and resources throughout their Exploring Time, including junk modelling, painting, drawing, collage, construction and a variety of materials. We have an Artist of the Week focus, where children are introduced to different artists and explore their work through practical experiences. This provides opportunities for children to develop specific creative skills and techniques while encouraging them to talk about and respond to artwork. Our home corner is resourced with authentic, real-life objects and materials to encourage imaginative and expressive play. Children are encouraged to use these resources to recreate familiar experiences, develop storylines, take on different roles and express their ideas and experiences through play.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Creating with Materials	• Explores and combines materials, tools, colour, texture and form. • Develops ideas through drawing, painting, modelling, collage, construction and making. • Talks about what they have made and what they might change.	• Selects materials and techniques for a purpose and experiments with different possibilities. • Combines materials and techniques with increasing control. • Evaluates creations and adapts plans when something does not work as expected.	• Uses a wide range of materials and techniques independently to develop and communicate ideas. • Chooses tools and materials thoughtfully and explains creative decisions. • Refines, adapts and evaluates work, showing increasing control and intention.
Being Imaginative and Expressive	• Uses imagination in role play and small-world play to recreate familiar experiences. • Responds to music through movement, singing and rhythm. • Creates simple narratives and imaginative scenarios.	• Develops storylines and roles collaboratively with others. • Uses movement, sound, music and expression to communicate ideas and feelings. • Draws on experiences, stories, music and art to inspire imaginative play.	• Introduces and sustains narratives in play, adapting ideas as play develops. • Performs, sings, dances or acts with growing confidence and expression. • Uses imagination creatively to represent experiences, ideas and stories in different ways.

Early Learning Goals

Creating with Materials: 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.

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.