

Reception Long Term Curriculum Overview 2025 -26

	September	Autumn	Spring	Summer
<b>Communication and language</b>				
<b>Listening, Attention and understanding</b>	Join in with appropriate group activities, e.g. Nursery rhymes, Story Time. Follows simple, routine instruction, e.g. Come to the carpet.	Begins to use some active listening skills; face the speaker, body still, paying attention. Follows simple instructions well. E.g. Get a pencil, find your bag. Responds to a peers request (e.g. Can I have the ball?) and replies. Listens carefully at story time and can retain what has been heard and recall key points.	Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately. Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy".	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
<b>Speaking</b>	Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focusing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?)	Use full sentences, with support, to express complete ideas Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes/poems and join in with repeated refrains from stories.	Speaks in whole class situations, e.g. answering questions at Story Time. Use newly learnt vocabulary in different contexts. E.g. using the words <i>enormous</i> to describe their tower having read the Enormous Turnip. Uses more detail in conversation.	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
<b>Personal, Social and Emotional Development</b>				
<b>Self-regulation</b>	Express their feelings and give simple reasons, e.g. I want Mummy. Seek help through finding an adult. Allow an adult to comfort them. Recognise when a peer is upset.	Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Follow familiar, routine instructions independently.	Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i> Follow two-step instructions.	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

		Recognise when a peer is upset	Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer	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 or actions
<b>Managing Self</b>	Use the toilet independently. Take their coat off and put it on. Follow a simple instruction Join in an activity when invited by an adult.	Take off their jumper/cardigan. Abide by most of the rules of the classroom.	Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Begin to persevere when something is challenging. Do up their coat and put on their jumper/cardigan.	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
<b>Building Relationships</b>	Play alongside new peers and 'with' familiar peers. Show interest in their new peers.	Join in with a group of children who are playing. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.	Show empathy in simple ways, e.g. finding an adult for a child who is hurt. Take turns with a little support from an adult or with the systems in place, e.g. sand timers	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
<b>Physical Development</b>				
<b>Gross Motor Skills</b>	Enjoys running and beginning to travel with more speed and control. Stops or attempts to avoid obstacles when running.	Begins to run with more fluency, avoiding obstacles. Explores and develops confidence in different ways of moving, e.g. hopping.	Begins to move confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Uses climbing equipment with enjoyment. Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.	Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<b>Fine Motor Skills</b>	Uses a spoon or fork to eat independently.	Forms all the letters of their names correctly.	Forms most letters of the alphabet.	Holds a pencil effectively in preparation for fluent writing –

	Uses mark-making tools such as paintbrushes, pens and chalk. Hold a pair of scissors.	Forms recognisable letters for the phase 2. Uses an effective (non-palmer pencil grip) Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.	Working towards or using a tripod grip. Uses scissors with effective hand-positioning and with control. Adds detail to drawings, e.g. eyelashes or windows on a house.	using the tripod grip in almost all cases. Uses a range of small tools, including scissors, paintbrushes and cutlery. Begins to show accuracy and care when drawing
<b>Literacy</b>				
<b>Comprehension</b>	Listen to a story and comment on the events.	Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it.	Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far.	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.
<b>Word Reading</b>	Identify an object when given the initial sound. Say the initial sound in a given word.	Say a sound for all Phase 2 GPCS. Blend CVC words verbally.	Say a sound for most letters in the alphabet Blend and read VC/CVC words.	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.
<b>Writing</b>	Discuss the marks they make, e.g. “this is a car”	Attempt to write their name in a way that they or others can recognise. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word	Write their name with correct formation. Form most letters of the alphabet. Write simple captions that can be read by themselves or others.	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.  *show use of capital letters, full stops and finger spaces.

## Mathematics

<p><b>Number</b></p>	<p>Subitise to 3. Represent 1 - 3 on fingers, and with objects</p>	<p>Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2"</p>	<p>Discuss composition of numbers to 4, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects. Subitise to 4 using familiar concept images</p>	<p>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.</p>
<p><b>Numerical Patterns</b></p>	<p>Join in with number songs, Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts.</p>	<p>Demonstrate understanding of the cardinal principle when counting objects. Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than. Recite numbers to 10.</p>	<p>Recite numbers to 20. Show accuracy when counting a group of objects, showing 1 to 1 correspondence &amp; confident application of the cardinal principle. Understand the term equal when comparing two groups of objects.</p>	<p>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</p>

## Understanding the World

<p><b>Past and Present</b></p>	<p>Discuss who is in their family and describe their roles.</p>	<p>Discuss past within their own family.</p>	<p>Understand that the past is the time 'before now'. Discuss images of the past in books.</p>	<p>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.</p>
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<p><b>People, Culture and Communities</b></p>	<p>Notice similarities and differences between people.</p>	<p>Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors.</p>	<p>Look at maps of our school/area and discuss the features they notice. Make their own maps.</p> <p>Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
<p><b>The Natural World</b></p>	<p>Show understanding that we need to care for living things, e.g. watering plants, handling insects gently.</p>	<p>Discuss change in seasons from Autumn &gt; Winter. Talk about changes to the natural world, weather and our habits.</p>	<p>Offer simple, logical explanations for what they have observed, e.g. <i>"Maybe it melted because the weather is warmer"</i> or <i>"It is light so I think that helps it float"</i>.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG - 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.</p> <p>ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
<p><b>Expressive Art and Design</b></p>				
<p><b>Creating with Materials</b></p>	<p>Enjoy mark-making opportunities. Use objects as representations in pretend play, e.g. a cuboid block as a telephone .</p>	<p>Use a variety of media independently. Talk about what they like Use colours for a purpose</p>	<p>Produce more detailed representations Choose materials to achieve a goal Explain how they created something to their peers</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

<b>Being Imaginative and Expressive</b>	Know and join in with some nursery rhymes or favourite songs and poems. Take part in simple pretend play often based on familiar experiences, e.g. making dinner.	Perform familiar songs/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. Retell parts of familiar stories.	Create narratives in their pretend play. Organise themselves into creative opportunities (role play, performance)	Invent, adapt and recount narratives and stories with their peers and their teacher. Sing a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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