



Curriculum Overview/Progression Document 2025-26

Year: Reception

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Area of learning	Autumn 1 It's good to be me	Autumn 2 – Celebrations	Spring 1 People who help us	Spring 2 The world around us	Summer 1 Traditional Tales	Summer 2 Minibeasts
Church school value	Koinonia	Generosity	Hope	Friendship	Respect	Thankfulness
British value	Democracy	Mutual Respect	Tolerance	Rule of Law	Individual Liberty	All British Values
Characteristics of Effective Learning	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Overarching principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					
Other Possible Themes	New rules and routines of school. Encourages them to make friends and feel confident in their class. Being helpful, kind, and thoughtful at home and at school. Being unique and special.	Explores the differences in the world at night compared to the day. World Hello Day. Multicultural celebration days. Changes in the natural environment.	Winter Seasons Night and day. Nocturnal workers. Aspirations.	Growing up Changes since they were babies. New life brought by Spring. Farming. World Book Day – stories from around the world.	Good and bad – Character Love of books. Books for pleasure. Innovate stories and rhymes. Traditional tales with a twist.	Celebration Success Transition to Year 1 Gross motor focus – Sports Day. Healthy lifestyles. Animal homes.
CAL Intent	At Bishop King, with our high EAL group, language development is a main priority. The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Communication and language Communication and Language is developed throughout the year through high quality	Listening, Attention and Understanding Children will be able to understand how to listen	Listening, Attention and Understanding	Listening, Attention and Understanding Children will learn to ask questions to find out more.	Listening, Attention and Understanding	Listening, Attention and Understanding Children will be able to understand a question such	Listening, Attention and Understanding Children will be able to have conversations with adults and

interactions, daily group discussions, circle times, stories, singing, speech and language interventions such as WELLCOMM. Specific vocabulary is taught through the progressive vocabulary programme, Word Aware.	carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.
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. BK end of Reception expectations: Retell stories in sequence.						
PSED Intent	At Bishop King, children’s personal, social and emotional development (PSED) is crucial for enabling them to lead healthy, happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, nurturing and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through my social understanding of language (SULP) sessions, circle times, social stories, diversity stories, Tapestry time and floor books.	Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.	Self-Regulation Children will talk about how they are feeling and to consider others feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships.	Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Building Relationships Children will be able to use taught strategies to support in turn taking.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will an listen to the ideas of other children and agree on a solution and compromise.	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group.	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a ‘can do’ attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school.

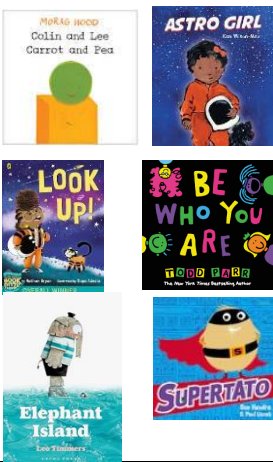
Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

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.

BK end of Reception expectations: Independently complete activities. To know that they can ask for adult support to resolve conflicts.
To organise their own belongings at the beginning and end of each day.

PD Intent	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. In our setting, outdoor space is vital due to a lack of this at home for most children. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Physical Development Children improve their gross and fine motor skills daily by engaging in different fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing and writing.	Gross Motor Children will learn to move safely in a space. Fine Motor Children will begin to use a tripod grip when using mark making tools.	Gross Motor Children will explore different ways to travel using equipment. Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.	Gross Motor Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Gross Motor Children will jump and land safely from a height. Fine Motor Children will use cutlery appropriately.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. Fine Motor Children will hold scissors correctly and cut out small shapes.	Gross Motor Children will be able to play by the rules and develop coordination. Fine Motor Children will form letters correctly using a tripod grip.
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. BK end of Reception expectations: Ability to cut with scissors. Appropriate letter formation.						
Literacy Intent	Reading is a key driver for our curriculum. It is crucial for children to develop a lifelong love of reading as this fundamental skill opens a world of imagination, knowledge, and creativity. Reading consists of two dimensions: language comprehension and word reading. Language comprehension, which is necessary for both reading and writing, starts from birth. It begins to develop when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing). Reception follow Read, Write Inc's systematic synthetic programme.					
Literacy	Comprehension Children will independently look at a book, hold it the correct way and turn pages.	Comprehension Children will engage and enjoy an increasing range of books.	Comprehension Children will act out stories using recently introduced vocabulary.	Comprehension Children will be able to talk about the characters in the books they are reading.	Comprehension Children will retell a story using vocabulary influenced by their book.	Comprehension Children will be able to answer questions about what they have read.

	Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly.	Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters.	Word Reading Children will read words containing tricky words and digraphs, Writing Children will write labels/[phrases representing the sounds with a letter/letters.	Word Reading Children will read longer sentences containing phase 4 words and tricky words. Writing Children will write words which are spelt phonetically.	Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds.
Core books How to catch a star Oi frog The Gruffalo The Tiger who came to tea Jack and the Beanstalk The nativity We're going on a bear hunt						
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.						
BK end of Reception expectations: Writing in sentences using appropriate determiners. Independent name writing.						
Mathematics See White Rose long term plan for a more detailed overview. Children will improve their mathematical knowledge through adult led activities, enhanced provision and modelled play.	Number Children will have a deep understanding of 1-3. Numerical Patterns Children will verbally say which group has more or less.	Number Children will have a deep understanding of numbers 1-5. Numerical Patterns Children will compare equal and unequal groups.	Number Children will have a deep understanding of numbers 1-8. Numerical Patterns Children will share quantities equally.	Number Children will have a deep understanding of numbers 1-10. Numerical Patterns Children will add and subtract using number sentences.	Number Children will revise number bonds to 5. Numerical Patterns Children will understand and explore the difference between odd and even numbers.	Number Children will know number bonds to 10, including doubling facts. Numerical Patterns Children will be able to count beyond 20 and higher.

Knowledge and Understanding of the World. Planned scientific adult led activities and provocations linked to stories using the Play Be c website.	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. BK end of Reception expectations: Count to 10, recognising numerals and able to write them. Count to 20.					
	History: Past and Present Children will know about their own life story and how they have changed. Geography: People, Culture and Communities Children will know about features of the immediate environment. Science: The Natural World Children will understand the terms 'same' and 'different'. RWV: Myself Children will understand the differences between themselves and their peers. Children will understand their emotions. Children will know that God has made them all unique. Technology: Understanding the World Children will know how to Use age-appropriate software to create images and record sounds and videos.	History: Past and Present Children will know some similarities and differences between things in the past and now. Geography: People, Culture and Communities Children will know about people who help us within the community. Children will know that people celebrate in different ways around the world. Science: Special and Sacred Children will be able to identify friends and understand why Jesus was a good friend. They will know why rules are important and who would help them in their wider community. Book: Black Rabbit Adult led activities and provocations: Shadow puppets and making provocation RWV: People, Culture and Communities Children will know that Christmas is a religious celebration. Technology: Understanding the World	History: Past and Present Children will talk about the lives of people around them. Geography: People, Culture and Communities Children will discuss how the local area has changed over time, using photos and books. Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments. Book: Elephant Island Adult led activities and provocations: Island improvement collaboration and meeting specifications provocation RWV: Special and Sacred What do I know about Easter and Holi? Technology: Understanding the World Children will talk about things that people do on digital devices, such as playing games, communicating with others and watching online videos.	History: Past and Present Children will talk about past and present events in their lives and what has been read to them. Geography: People, Culture and Communities Show an awareness of the similarities and differences between people in different communities and groups from around the world. Science: The Natural World Children will know how to sort and group materials and resources and talk about how they are similar or different. Book: Maisy's wonderful weather book Adult led activities and provocations: observing clouds and Weather station provocation RWV: Special and Sacred What do I know about Easter and Holi? Technology: Understanding the World Children will know that digital technology is used in the	History: Past and Present Children will know about the past through settings and characters. Geography: People, Culture and Communities Children will know that people in other countries have different lifestyles. Science: The Natural World Children will make observations about animals discussing similarities and differences. Book: Robots, Robots everywhere Adult led activities and provocations: radio control car provocation and making circuits provocation RWV: Special and Sacred Why are some places and objects sacred? Technology: Understanding the World Children will know how to create simple programmes.	History: Past and Present Children will know about the past through settings, characters and events. Geography: People, Culture and Communities Children will know that change happens to families and the environment. Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter and the weather. Book: No-Bot: The Robot with no bottom Adult led activities and provocations: pull and push adult led and magnetic or non-magnetic provocation RWV: Special and Sacred Why are some places and objects sacred? Technology: Understanding the World Children will know how to use technology to share work and ideas.

