PARKSIDE COMMUNITY PRIMARY SCHOOL

Reception Long Term Plan

Progression of skills overview for Reception 2026-2027

		Reception	Reception	Reception	Reception	Reception	Reception
	Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	TOPIC	**Me, in my world Dinosaurs**	**Let's Celebrate**	**Let's Explore**	**Lifecycles**	**Once Upon a time**	**Splish, Splash!**
	Learning Question	**What makes me unique? What is the same and what is different about us?**	**What is celebrated in Autumn? How do you celebrate?**	**I wonder what I will explore today?**	**What will I be?**	**Who lives where? Who said what?**	**I wonder where water comes from?**
	Themes	Nursery Rhyme of the week Settling in Learning new routines What make me unique Feelings Families Likes & Dislike Types of dinosaurs Herbivores & carnivores Dinosaur bones & fossils Job of a palaeontologist Eggs hatching & baby dinosaurs Volcanoes, habitats & extinction Signs of Autumn	Nursery rhyme of the week Autumn Fireworks Go Divali Bonfire Night Remembrance Birthdays Hanukkah Christmas	Nursery Rhyme of the week Our local area Local area walk Visit from 'Little City' Creating maps Hot and cold countries Around the world Transport Comparing our local area Lunar New Year Signs of Winter	Nursery Rhyme of the week Pancake Day Easter Spring Earth World Day Mothers Day Life cycles Tadpoles Live caterpillars Gardening Growing Caring for plants Signs of Spring	Nursery Rhyme of the week Magic, mischief & magic beans Homes, houses & materials Journey Bridges & rivers Alternative tales	Nursery Rhyme of the week Caring for the oceans and environment Recycling Pollution and plastic Water cycle Water experiments Sea creatures EYFS beach day
Co m mu nic	Listening, Attention and Understanding	• Children will be able to understand how to listen carefully and know why it is important.	• To listen carefully to rhymes and songs, paying attention to how they sound.	• Children will learn to ask questions to find out more.	• Children will retell a story and follow a story without pictures or props.	• Children will be able to understand what, where, when, why and hows	· Children will be able to have conversations when engaged in back-and-forth exchanges with their teacher and peers.

ation and Language			• To engage in story time • Children will begin to understand how and why questions.	• Engage in non-fiction books.	.		
	Speaking	• Children will talk in small groups with their teacher offering their own ideas.	• Children will use new vocabulary throughout the day. • Listen to and talk about stories to build familiarity and understanding. • Use new vocabulary in different contexts.	• To connect one idea or action to another using a range of connectives • Children will talk in sentences using conjunction, e.g and, because	• Children will engage in non-fiction books and to use new vocabulary in different contexts.	• To express their ideas and feelings about their experiences. • Children will use talk to organise, sequence and clarify thinking, ideas, feelings and emotions.	Children will use talk in sentences using a range of tenses
Personal, Social and Emotional Development	Self-Regulation	• To express how it feels to belong to something. • To express how you are feeling.	• To be able to identify what you are good at. • To understand that being different makes us special. • To understand how we are the same but also different.	• To understand the importance of persevering. • To understand the importance of not giving up. • To understand how to work towards a goal • To talk about how it feels to be proud.	· To 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	• To know what words are unkind. • To have ways to calm myself down.	· To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; · To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; · To 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
	Managing Self	· To manage their own basic hygiene and personal needs, including dressing, going to the toilet.	• To manage their own basic hygiene and personal needs, including dressing, going to the toilet.	· To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	• To understand the importance of exercise. • To understand why it is important to rest and move.	· To explain the reasons for rules, know right from wrong and try to behave accordingly;	· To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

					• To know which food are healthy and unhealthy. • To understand the importance of sleep. • To understand the importance of hygiene. For example, hand washing and brushing your teeth.		· To explain the reasons for rules, know right from wrong and try to behave accordingly; · To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	• To work with others to make school a better place. • To understand why it is good to use gentle hands and show kindness. • To understand your rights when you are playing and learning • To begin to understand responsibility	• To think of ways to be a good friend	• To understand words, we can use to encourage people	· To show sensitivity to their own and to others' needs.	• To know how to make friends and stop myself from feeling lonely • To understand what makes a good friend	· To 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.
Physical Development	Gross Motor Skills Physical Education	• To explore making high and low movements.	• To explore throwing objects.	• To explore using different body parts to make different movements.	• To explore jumping in different directions, speeds and levels	• To explore different ways of moving our feet to move a ball	· To negotiate space and obstacles safely, with consideration for themselves and others; · To demonstrate strength, balance and coordination when playing; · To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	Fine Motor Skills	• To use a dominant hand. • To correctly hold a pencil. • To trace handwriting patterns. • To use scissors to cut straight lined shapes. • To hold various tools correctly. • To thread small objects. • To join together small construction. • To use tweezers to pick things up. **Malleable Materials** • To Uses rolling pin to flatten dough/ clay with some necessary pressure **Dough Disco** • Roll a ball, squeeze, pancake/pat, roll a snake, pinch, thumb push, poke, mini balls, finger piano, twist & turn & cross over (cross midline)	• To begin to form letters correctly. • To use scissors to cut circular shapes. • To begin to use a variety of tools to manipulate material. • To join together small construction. • To use cutlery correctly. **Malleable Materials** • To Uses rolling pin to roll dough/clay flat with pressure • Ensure they have rolled dough to desired size/shape **Dough Disco** • Roll a ball, squeeze, pancake/pat, roll a snake, pinch, thumb push, poke, mini balls, finger piano, twist & turn & cross over (cross midline)	• To form lower case letters correctly. • To begin to form capital letters. • To use scissors to cut more complex shapes. • To use tools to add more detail when manipulating materials. **Malleable Materials** • To choose tools to create a desired shape, size, texture • Begin to use imagination to make 3d models such as snakes & snails **Dough Disco** • Roll a ball, squeeze, pancake/pat, roll a snake, pinch, thumb push, poke, mini balls, finger piano, twist & turn & cross over (cross midline)	• To hold a pencil effectively. • To form capital letters correctly. • To use a range of small tools with control and accuracy. **Malleable Materials** • To choose tools to create a desired shape, size, texture • Uses cutting tools to create a desired shape • Uses cutting tools to cut away any excess dough/clay • Make simple 3D models by joining playdough balls and adding purposeful materials eg eye **Dough Disco** • Roll a ball, squeeze, pancake/pat, roll a snake, pinch, thumb push, poke, mini balls, finger piano, twist & turn & cross over (cross midline)	• To hold a pencil effectively. • To form capital letters correctly. • To use a range of small tools with control and accuracy. **Malleable Materials/Dough Disco** • Uses tools to add detail • Create more intricate shapes **Dough Disco** • Roll a ball, squeeze, pancake/pat, roll a snake, pinch, thumb push, poke, mini balls, finger piano, twist & turn & cross over (cross midline)	· To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. · To use a range of small tools, including scissors, paint brushes and cutlery. · To begin to show accuracy and care when drawing. **Malleable Materials/Dough Disco** • To choose tools to create a desired shape, size, texture • Able to use tools to manipulate dough/clay to add details • Children will have developed goog muscle finger strength to push dough in their palm with each finger • Children will be able to ush a hold in dough between the thumb and each finger **Dough Disco** • Roll a ball, squeeze, pancake/pat, roll a snake, pinch, thumb push, poke, mini balls, finger piano, twist & turn & cross over (cross midline)

Literacy	Core Text	*The Family Book* *You Choose* *Dinosaur who pooped a planet* *Gigantosaurus* *Cave baby* *Bumpus Jumpus Dinosaur* *Rumpus* *Leaf Thief* *The Pumpkin Thief* *Funny Bones*	*The Quiet Firework* *Rama and Sita (The Story of Diwali)* *Kipper's Birthday by Mick Inkpen* *CBeebies Poppies Animation (BBC Remembrance Short)* *Little Glow by Laura Brand & Greenbean* *It was a cold dark night* *Pick a Pine Tree by Patricia Toht & Jarvis*	*Rosie's Walk* *Martha Maps It Out* *Going on a Lion Hunt* *Lost & Found* *The Naughty Bus* *Tiddler* *The Great Race*	*Tadpole's Promise* *Caterpillar Shoes* *The Odd Egg* *The Tiny Seed* *Jack & The Beanstalk*	*The Three Little Pigs* *The Three Billy Goats Gruff* *The Magic Porridge Pot* *Little Red Riding Hood* *The Gingerbread Man* *Ghanaian Goldilocks*	*Bloom* *Once Upon a raindrop* *Rainbow Fish* *Someone swallowed Stanley* *Night Pirates* *The Little Raindrop* *The Big Book of the Blue*
	Reading Comprehension	• Read individual letters by saying the sounds for them	• Read individual letters by saying the sounds for them	• Read individual letters by saying the sounds for them	· To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; · To anticipate – where appropriate – key events in stories; · To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	· To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; · To anticipate – where appropriate – key events in stories; · To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	· 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	• To blend sounds into words, so that they can read short words made up	• To blend sounds into words, so that they can read short words	• To blend sounds into words, so that they can read	· To say a sound for each letter in the	· To say a sound for each letter in the	· Say a sound for each letter in the alphabet and at least 10 digraphs;

		of known letter– sound correspondences.	made up of known letter– sound correspondences. • To read a few common exception words matched to the school's phonic programme. • To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	short words made up of known letter–sound correspondences. • To read a few common exception words. • To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words • To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	alphabet and at least 10 digraphs; · To read words consistent with their phonic knowledge by sound blending; · To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	alphabet and at least 10 digraphs; · To read words consistent with their phonic knowledge by sound blending; · To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	· 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	• Give meanings to the marks they make • Begin to write own name • Comfortable pencil grip **Handwriting** • Approx weeks 1-3 • Handwriting patterns-downward vertical lines & straight lines	• Confident pencil grip (tripod) • Form taught letters correctly • Write own name correctly from memory using a capital letter where appropriate • Segment the sounds in simple words and know which letters	• To begin to spell some phase 2 'Tricky Words' correctly. • Write words representing the sounds with a letter/letters • Form taught letters correctly • Write simple CVC words with support. **Handwriting**	• To form taught letters correctly • Children will write labels/phrase representing the sounds with a letter/letters • Begin to understand how to form a sentence **Handwriting**	· To write recognisable letters, most of which are correctly formed; · To write words that are spelt phonetically. • Write a simple dictated sentence with support • To form taught letters correctly **Handwriting**	• To form taught letters correctly • Write simple phrases and sentences using recognisable letters and sounds dictated by an adult **Handwriting** • Approx 1-6 weeks • Review & assess & teach based on children's needs

		• Handwriting patterns-continous waves, curves & loops • Handwriting patterns-circles, anti clockwise rotations & zig zags • Approx weeks 3-8 • Long ladder letters-l,i,t,u,j • Assess & review	represent some of them • Begin to spell words by identifying the sounds and then writing the sound with letter/s **<u>Handwriting</u>** • Approx 1-6 weeks • Long ladder letters-y • Curly caterpillar letters c,a,d,o,s,g • Assess & review	• Approx 1-6 weeks • Curly caterpillar letters q, e, s, f • Review all curly caterpillar letters c ,a d, o, g, q, e, s, f • Assess & review	• Approx 1-6 weeks • Robot letters r, n, m, h,b, p • Assess & review	• Approx 1-6 weeks • Zig zag letters k, v, w, x, y, z • Assess & review	
M ath s	Number	• To subitising within 3 • To explore cardinality • To use 1:1 correspondence • To count sounds and actions • To develop strategies for counting • To know that all numbers can be made of 1s • To use positional language to describe • To ordering familiar events	• To subitising within 5 • To begin to count beyond 5 • To begin to recognise numerals and relating these to quantities • To explore ‘wholes’ and ‘parts’ • To explore the composition of numbers within 5 • To use shape to make a picture • To explore weight	• To explore 1 more • To develop verbal counting to 20 • To order numbers • To explore the composition of 6 • To begin to see that numbers within 10 can be composed of ‘5 and a bit’ • To compose and decompose Shape	• To continue to consolidate understanding of cardinality • To explore capacity	• To subitise structured and unstructured patterns • To identify when it is appropriate to count and when groups can be subitised • To develop confidence and accuracy I verbal and object counting • To explore the composition of 10	· 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.

				• To explore length		• To order sets of objects	
	Numerical Patterns	• To compare sets – more than and fewer than • To create a repeating pattern	• To compare sets by matching – equal amounts	• To explore ways of making unequal sets equal • To explore patterns within 5 and beyond	• Exploring symmetrical patterns, linking this to doubles • Become more familiar with the counting pattern beyond 20 • Explore odd and even numbers • Link even numbers to doubles • Comparing numbers using an understanding of its position in the number system	• To continue to develop verbal counting to 20 and beyond and counting from different starting numbers	· 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
Understanding of the World	People, Cultures and Communities History Religious Education	• To understand that some places are special to themselves, their family and members of their community. • Talk about the lives of the people around them and their roles in society. For example, 'A teacher'	• To explore the different beliefs, places of worship, food, dress, music and customs celebrated during festivals in the season of Autumn. • To understand that some places are special to members of their community. • To understand why Christians, perform a nativity at Christmas. • Talk about the lives of the people around them and their roles in society. For example, 'A firefighter'	· To 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. For example, the story of Mary Anning.	· To talk about the lives of the people around them and their roles in society. For example, Nurses. · To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. For example, Florence Nightingale or Mary Seacole. · To understand the past through settings, characters and events encountered in books	· To talk about the lives of the people around them and their roles in society. For example, 'The Police'. · To understand the past through settings, characters and events encountered in books read in class and storytelling. For example, The magic porridge pot, The Kiss that Missed (Castles and knights)	· Talk about the lives of the people around them and their roles in society; church visit · 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; Creation story

					read in class and storytelling.		
	Past and Present History Geography	• To talk about members of their immediate family and community. • To name and describe people who are familiar to them. • To comment on images of familiar situations in the past. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	• To compare and contrast characters from stories, including figures from the past, depicted in the story about World War One.	• To explain some similarities and differences between life in this country and life in other countries (Africa, Artic), drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • To 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, (Chinese New Year).	· To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; · To 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. For example, why do Christians put a cross a cross in an Easter garden?	· To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; · To 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. For example, weddings in fairy tales.	· Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. For example, how the world was created and how can we treat our world fairly. · 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. For example, why is the word 'God' important to Christians. · 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 Science	• To explore the natural world around them by going on an Autumn walk. • To describe what they see, hear and feel whilst outside on an Autumn walk. • To understand the effect of Autumn in the natural world around them. • To understand changing states of matter. For	• To understand changing states of matter. For example, darkness is the absence of light, exploding fireworks, cooking foods.	• To 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. For example, Polar regions/ Africa/ Signs of Winter	· To 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. For example, Signs of Spring · To understand some important processes and changes in the	· To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. For example, explore different materials for homes.	· 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,

		example 'Investigate a splash'.		• To explore the natural world around them, making observations and drawing pictures of animals and plants. • To understand changing states of matter. For example, melting ice	natural world around them, including the seasons and changing states of matter. For example, life cycles of animals and plant growth.		including the seasons and changing states of matter.
Skills	Creating with materials Art and Design	**Drawing & paint**		**Use of colour, pattern, texture, line, form, space & shape**		**Use different materials**	**Explore a range of artists**
		• Use a range of tools competently & safely • Explore different textures. Encourage accurate drawings of people • Create representations of both imaginary & real-life ideas, events, people & objects • Explore, use & refine colour mixing techniques • Use colour for purpose, including creating moods		• Experiment to create different textures • Use tools to create different textures • Use a range of materials to create different textures • Manipulate materials to have a planned effect		• Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding	• Respond imaginatively to artworks & objects • Explore, use & refine a variety of artistic effects to express their ideas & feelings • Expresses & communicate working theories, feelings & understandings in the form of art work & objects
Knowledge		• Know how to use a variety of drawing tools and techniques – pencils, crayons, pastels, inks, watercolours, charcoal. • Know how to draw people with increasing complexity and detail. • Know how to mix colours and which colours mixed together make the secondary colours. • Know about different moods and how colours can represent them.		• Know how different textures are created •Independent to use tools to create different textures such as an imprint of a dinosaur fossil • Know how to use tools to create different textures. • Know how to manipulate materials to achieve a planned effect.		• Know how to apply own ideas. • Know how to talk about the decisions they have made.	• Pollock • Goldsworthy • Cheesman • Lowry • Hockney • Monet • Seurat • Turner • African Art • Hokusai • Know how to talk about different styles of art. • Know how to incorporate artist's styles in own artwork.

Expressive Arts and Design		• To use lines and shapes to create a self-portrait. • To use natural resources to create a sculpture • To explore mixing primary colours • To begin to use a large brush to apply colour. • To respond to artists Andy Goldsworthy, Vince Low, Harold Cheesman	• To explore tints of a colour, expressing light • To use a variety of materials to create collages • To manipulate clay and make a diva pot. • To use potatoes to print repeating patterns • To respond to artist Jackson Pollock	• To observe and record animals from hot and cold climates • To explore tones and tints of cold colours • To use a marble to roll paint and create patterns • To use Modroc to make a 3D dinosaur • To print a dinosaur using different 2D shapes.	• To observe and record spring plants, animals or foods. • To create a spring landscape using a dabbing or pointillism technique. • To monoprint/ press print floral shapes • To make a collage vegetable face. • To respond to artist David Hockney and Monet	• To observe and record different buildings. • To create a street scene using collage • To build homes using junk modelling • To respond to artist Lowry and pop art, African patterns • To use shape and pattern to create	· 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. Respond to works by Seurat, Hokusai and Turner
	Being Imaginative and Expressive Music	• To listen and Respond • To explore and Create - initially using voices only but building to using classroom instruments too • To sing nursery rhymes and action songs - building to singing and playing • To share and Perform • To use costumes and available resources to act out narratives	• To listen and Respond • To explore and Create - initially using voices only but building to using classroom instruments too • To sing nursery rhymes and action songs - building to singing and playing • To share and Perform • To use costumes and available resources to act out narratives	• To listen and Respond • To explore and Create - initially using voices only but building to using classroom instruments too • To sing nursery rhymes and action songs - building to singing and playing • To share and Perform • To make props to enhance narrative story telling	• To listen and Appraise • To learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments • To Perform and Share • To create narratives based around stories	• To listen and Appraise • To learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments • To Perform and Share • To invent their won narratives, making costumes and resources	· 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