

St Patrick's Catholic Primary School

Reception Curriculum Overview – Objective-Led progression planning

Christ at the Centre • Sounds-Write • NCETM Mastering Number • Letter-join

A flexible progression map: objectives show intended progression; possible experiences are examples rather than fixed topics or activities. Adults respond to children's interests, observations and next steps.

Area of Learning	Autumn	Spring	Summer
Communication & Language – Listening, Attention & Understanding Possible experiences: Listening walks; stories, songs and rhymes; sequencing; collaborative investigations.	Listen to stories and conversations; follow simple instructions; attend for increasing periods.	Follow longer instructions; respond to questions; recall and discuss information.	Listen attentively; follow multi-step instructions; explain understanding.
Communication & Language – Speaking Possible experiences: Talk about seasonal change, family and play; role play; explain investigations; talk about stories; opportunities to learn new vocabulary via quality texts	Speak confidently in familiar contexts; use sentences; develop vocabulary.	Retell events and stories; ask and answer questions; extend ideas.	Explain ideas and reasoning; sustain conversations; use rich vocabulary.
PSED – Self-Regulation Possible experiences: Feelings stories; calm spaces; turn-taking; problem-solving and reflection; zones of regulation	Recognise feelings; begin strategies with support; learn routines.	Manage emotions with increasing independence; persevere; adapt behaviour.	Regulate behaviour independently; reflect on choices; show resilience.
PSED – Managing Self Possible experiences: Coat/shoe practice; snack routines; classroom jobs; transition preparation.	Develop independence with toileting, dressing, hygiene and belongings.	Take responsibility for personal needs, choices, health and safety.	Manage routines and responsibilities confidently and independently.
PSED – Building Relationships Possible experiences: Partner games; cooperative construction; shared projects; buddy activities; talk partners	Build secure relationships; take turns, share and cooperate.	Develop friendships; negotiate play; resolve simple conflicts with support.	Collaborate, show empathy and consider others' perspectives.
Physical Development – Gross Motor Possible experiences: Obstacle courses; balancing; climbing; dance; ball skills; outdoor games; sweeping with big brooms; vertical mark making	Develop balance, coordination, core strength and spatial awareness.	Refine agility, balance and coordination; negotiate space safely.	Apply physical skills confidently with strength, balance and control.
Physical Development – Fine Motor Possible experiences: Dough; tweezers; threading; natural-material art; cutting; construction.	Develop hand strength, finger isolation, tool control and pencil grip.	Refine cutting, threading, drawing, manipulating and pencil control.	Use precise control for handwriting, construction and creative tasks.
Literacy – Comprehension Possible experiences: High-quality texts linked to interests; story maps; retelling; poetry; non-fiction.	Enjoy stories; recall key events; discuss characters and pictures.	Predict, sequence and retell; make simple inferences; compare texts.	Discuss texts deeply; explain vocabulary; make connections.
Literacy – Word Reading (Sounds-Write) Possible experiences: Daily Sounds-Write; word building; oral blending games; sound hunts; decodable and purposeful reading.	Develop oral blending and segmenting; secure taught Initial Code correspondences; read simple CVC words and some simple high frequency words	Consolidate taught code; blend and segment with increasing fluency; building confidence with different word structures read sentences and increasing knowledge of high frequency words	Apply taught code confidently; read increasingly fluently for meaning; use segmenting for spelling; begin to use more expression in reading; continue to increase stamina
Literacy – Writing (Letter-join) Possible experiences: Large-scale patterns; dough; name writing; letter families; captions; lists; messages; simple sentences using phonic knowledge	Develop gross/fine motor foundations, grip, pre-writing patterns and formation of taught letters following 'letter families'	Secure taught letter formation and continuation of letter families; write words and captions using phonics knowledge.	Write simple sentences independently using a mix of transcription and own ideas; consolidate and apply formation with increasing consistency, spacing and some basic punctuation.
Mathematics – Number (NCETM Mastering Number) Possible experiences: Noticing, subitising games; dice/dot patterns; counting collections; sharing snack; ten frames; practical games.	Develop subitising, cardinality, comparison and composition, particularly within 5.	Secure composition and comparison within 5; explore numbers to 10 and number relationships.	Secure number sense within 10; explore composition, bonds, reasoning and problem solving.
Mathematics – Numerical Patterns (NCETM Mastering Number) plus space/shape/measure Possible experiences: Leaf/stone repeating patterns; movement; beads; shapes; outdoor patterns; child-created challenges; building and construction activities; one more one less games; doubles games; comparing sizes of pumpkins/leaves/dinosaurs	Notice, copy and create simple patterns; compare more, fewer and same.	Continue and create patterns; notice relationships and explain thinking.	Create and explain patterns; notice structure and apply reasoning.

Understanding the World – Past & Present Possible experiences: Family photographs; old/new objects; celebrations; comparing experiences across the year.	Talk about family, familiar experiences and changes.	Compare past and present using photographs, objects, stories and experiences.	Sequence events; discuss similarities, differences and change.
Understanding the World – People, Culture & Communities Possible experiences: Family traditions; authentic stories and visitors; celebrations; local walks; maps; community roles.	Talk about self, family and community; notice differences respectfully;	Explore families, communities, celebrations and traditions.	Develop understanding of diverse communities, belonging, similarities and differences.
Understanding the World – The Natural World Possible experiences: Autumn leaves, conkers, changing weather and natural treasures; planting; minibeads; life cycles; stewardship; exploring natural phenomena; sinking and floating; fast and slow;	Observe seasonal change; explore living things; develop awe and wonder.	Investigate habitats, growth and change; observe, compare and predict.	Explain observations; investigate life cycles and environments; care for God's creation.
Expressive Arts & Design – Creating with Materials Possible experiences: Transient art with natural resources; seasonal observational painting; clay; collage; recycled and collaborative creations.	Explore colour, texture, sound and materials; develop tool control.	Choose materials purposefully; combine techniques; set and talk about goals for creating something with purpose	Plan, create and adapt work; discuss artistic choices;
Expressive Arts & Design – Being Imaginative & Expressive Possible experiences: Seasonal songs; role play; small-world narratives; puppets; child-created performances.	Join songs, rhymes, music and role play; build confidence	Develop narratives; use props, movement and music collaboratively.	Perform confidently; sustain narratives; express ideas through music, movement and drama.

Using this overview

Objectives provide clear progression without creating a rigid scheme of work in order to foster an environment where children's interests and needs are met. Possible experiences are illustrative and will be adapted or replaced according to children's interests and ongoing adult assessment. Sounds-Write and NCETM Mastering Number provide structured foundations for phonics and mathematics, while continuous provision supports application and revisiting. Meaningful enhancements are introduced where they will deepen learning.