

Reception Long Term Plan 2025/26

*Topics, themes and activities are subject to changes based on children's interests/prior knowledge

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Special events/visits | Harvest | Christmas celebration/nativity | Lunar New year | Easter | Trip (TBC) | Sports day |
| Topic* | All about me Autumn | Autumn Day and night | Winter Wonderful world | Spring Traditional tales | Summer Growing and changing | Summer Land and sea |
| <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops 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)</p> | | | | | | |
| C&L/ Literacy Building vocabulary | Copying name Giving meanings to the marks Copying taught letters Identifying and writing some initial sounds. Oral retelling Story Role Play Key Vocabulary Repetitive patterns | Create and use story maps Writing labels To begin to write CVC words using taught sounds Write their name. Drama through retell of story. | Story Map with labels. Drama through retell of story. Writing CVC words with taught sounds Begin to write short captions Short captions linked to beginning, middle and end of the story. | Drama through retell of the story. Explore Character's feelings Write Story maps with detail. Write captions Innovate Stories Begin to spell some high frequency words | Innovate Stories Write beginning/middle and end of a story Begin to write simple sentences. Spelling some taught high frequency words correctly Changing characters within the text. | To write sentences using taught sounds and taught high frequency words To begin to write longer words and polysyllabic words which are spelt phonetically |
| Texts-Fiction | Super Milly and the super school day, Owl babies Mushroom in the rain, The bear snores on The invisible string (Exploring books about what makes us special. We decide these to fit around the children's cultures backgrounds and interests.) | We're going on a bear hunt Pumpkin soup How to catch a star Laura's star Whatever next Ella's night lights My shadow | Mr wolfs pancakes The pig pancake Dragons in the city The love monster My inside weather Luna loves art | Wolfish stew Too many carrots Three little pigs Little red hen Goldilocks and the three bears Chicken Licken Jack and the beanstalk | If only The hungry caterpillar The tiny seed Oliver vegetables Vegetable glue Supertato The honey machine | Lost and found Rainbow fish Billies bucket The snail and the whale The butterfly is patient Dear zoo |

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| Poetry and rhyme | Nursery rhymes | Aliens love under pants | Chocolate cake Michael Rosen | Spring is here | Oi Frog | Commotion in the ocean |
| Non- fiction | People who help us | Weather and seasons | The big book of the UK | Seeds | Mad about mini beasts | The big book of blue |
| Phonics <i>Sounds write</i> | Units 1 - 3 Introducing letter sounds aimst/nop / bcgh | Unit 4 - 7 Introducing letters defv / klru / jwz / x,y,ff,ll,ss,zz | Unit 8 – 9 VCC, CVCC / CCVC | Unit 8 – 9 VCC, CVCC / CCVC | Units 10 – 11 CCVCC & CCCVC Sh, ch, th, ck, wh, ng, <u>grapheme</u> | Consolidation: bridging unit Grapheme – k/ch l / w |
| R.E Questful | I am special Why are we all different and special? Harvest Why do people of faith say thank you to God at harvest time? Islam Buddhism | Special People Why do Christians believe Jesus is special? Christmas How do Christians celebrate Jesus' birthday? Sikhism Hinduism Why do Hindus light candles at diwali? | Stories Jesus Heard What stories did Jesus hear when he was a child? Stories Jesus Told Why did Jesus tell stories? | Easter Why do Christians believe that Easter is all about love? Friendship What makes a good friend? | Special Places What makes a place holy? Prayer What is prayer? | Special times How do you celebrate special times? Judaism |

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be 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, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they 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.

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| PSED (Themes taken from CORAM) | Me and My Relationships | Valuing differences. | Keeping safe | Rights and respect | Being my best. | Growing and changing. |
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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 through tummy time, crawling and play movement with both objects and adults. 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. 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 small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

| PD Real PE *Taught in PE sessions, within continuous provision and outdoor learning. | Unit 1 Personal I can follow instructions, practise safely and work on simple tasks. I enjoy working on simple tasks with help. | Unit 2 Social I can work sensibly with others, taking turns and sharing | Unit 3 Cognitive I can understand and follow simple rules. I can name some things that I am good at. | Unit 4 Creative I can explore and describe different movements. | Unit 5 Physical I can perform a single skill or movement with some control. | Unit 6 Fitness I am aware of why exercise is important for good health. |
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| | Fundamental movement skills focus Coordinating: Footwork. Static balance: One leg | I can play with others and take turns and share with help. Fundamental movement skills focus Dynamic Balance to agility: Jumping and landing. | I can follow simple instructions. Fundamental movement skills focus Dynamic Balance: on a line. Static Balance: Stance | Fundamental movement skills focus Coordination: Ball skills Counter Balance: with a partner. | two movements together. I can move confidently in different ways. Fundamental movement skills focus Coordination: sending and receiving. Agility: Reaction and response. | I am aware of the changes to the way I feel when I exercise. Fundamental movement skills focus Agility: ball chasing static balance: floor work |
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| Fine Motor | Continuous Resources and Provision Weekly Busy Finger enhancements (tweezers, peg boards, threading, scissors) Dough disco Selections of tools in sand, playdough, painting, mark making, workshop and water areas. Handwriting practice (from spring term) |
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Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

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| Mathematics White Rose | Getting to know you Just like me Explore, represent and arrange patterns Compare sizes, weights Exploring colour Height and length | It's me 1,2,3 Positional language Matching sorting Triangles and circles Subitising 1,2,3 Finding 1 more 1 less (1-3) Light and dark Composition of 4 Representing 5 | Alive in five Zero Composition of 5 Measure and capacity Comparing length and height. Growing 6,7,8 Representing 6,7,8 One more and one less | Building 9 &10 Composition of 9 & 10 Making 10 Ordering numbers to 10 Counting forwards and backwards 3D shapes Movement patterns | To 20 and beyond Number patterns Tens frames addition and subtraction Estimating Ordering numerals to 20 Missing numbers | Find my pattern Even and odd numbers Doubles Sharing and grouping On the move Problem solving Number bonds |
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| | | Finding 1 more 1 less (to 5) Rectangles and squares. Day and night Sequencing events | Making pairs Matching 6,7,8 | Consolidation Equal and unequal groups Measurement Length and height Pattern 3D shapes | First, then and now Addition and subtraction Tangrams 2d and 3d shapes | Making maps - Journey to school - Designing mazes - Obstacle courses |
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Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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| UTW *Using Kapow lessons to support learning | Our lives and our family history. Exploring natural materials Role playing home experiences. | State and matter Kings and queens (figures from the past) Changes in the seasons | People and communities. Occupations, beliefs and ways of life. Special places in the community. Changes in the seasons | Our world, Exploring and comparing different countries. Changes in the seasons Exploring senses. | The plant life cycle observing and growing plants. Changes in the seasons | Caring for living things and the environment. Changes in the seasons Exploring maps |
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The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

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| EAD Kapow Art & design Music | Drawing – marvellous marks (Art & Design) Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces. Autumn craft | Junk modelling (Design & Technology) Exploring materials through junk modelling, children develop their scissor skills and awareness of different materials and joining techniques. Children begin to make verbal plans and material choices before starting and problem solve while making their model. Christmas craft | Painting and mixed media – paint my world. (Art & Design) Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures. Winter craft | Cooking and nutrition (Design & Technology) Learning about vegetables and where they come from while preparing to make a soup. Children describe the taste of a range of vegetables and design a soup recipe as a class. They practise cutting skills and prepare the vegetables for their class soup before testing the final product. Spring craft Easter craft | Sculpture and 3D – creation station (Art & Design) Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors. Summer craft | Structures (Design & Technology) considering the properties of materials through water play, children discover which materials are waterproof and whether they float or sink. Children evaluate a variety of boats and use their new-found knowledge to design and make a boat that is waterproof and floats. |
| | Listening to songs with increased attention to sounds. | Performing songs/music Making props | Moving to music Constructing for a purpose Creating to perform solo or in groups. | Expressing experiences in different ways Matching music to mood. | Learn and create a song to perform. | Creating music and art to represent animals. |