RECEPTION LONG TERM PLAN 2026-27

These themes and the related texts are only an outline. They may be adapted at different points in the year to reflect children's interests.	**AUTUMN 1**	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
	MARVELLOUS ME! Starting School Settling in to new routine Exploring the environment Class rules/Hillshott values My family What am I good at? How am I feeling? Being kind/staying safe Friendships	**CELEBRATIONS** Birthdays Special times for my family Harvest Autumn walk Bonfire Night – Kandinsky Diwali Christmas Artist - Alma Thomas Art - Pointillism	**AMAZING ANIMALS** Life cycles Animals around the world Down on the farm Mini beasts Under the Sea	**TERRIFIC TALES** Traditional Tales Drama Role play Story maps Art - Look at the work of Betye Saar and then do some junk modelling to make settings for tales such as castles	**GET SET GROW!** Growing- plants and flowers Jack and the Beanstalk- Carly Gledhill Weather and the seasons Where does the moon go at night? Making a sculpture- Andy Goldsworthy Life Cycles- pond visit Reduce/Reuse/Recycle Art – Acrimboldo Guiseppe- making fruit and veg collages	**THE WORLD AROUND ME** Around the town How do I get there? Where in the world have you been? Vehicles past and present Off on holiday Where in the world shall we go? Mae Jemison Rainforests Aboriginal art
Key texts	Families, Families, Families Mixed Supertato Farmyard Hullaballoo The Little Red Hen	Rama and Sita Room on the Broom The Christmas Story The Star Makers Apprentice Nursery Rhyme Week	Writing Project story – Starbird The Gruffalo The Snail and the Whale You're called what? Story of Chinese New Year	The Gingerbread Man The Three Little Pigs The Three Billy Goats Gruff Goldilocks and the three bears Once upon a tale series of stories Easter	Jack and the Beanstalk What the ladybird heard The sunflower sword Tree, seasons come and go One plastic bag Where does our food come from?	The Odd Fish Commotion in the Ocean Julian the Mermaid World Atlases Notes for living on planet Earth
School events	Roald Dahl day Harvest assembly Black History month	Remembrance Day Children in Need Anti- Bullying Week FoH disco Enterprise week Christingle Christmas production	Writing Project Sports relief Feeling Good Week Internet safety Day	World Book day Science Week	Walk to School Week Summer fair	Sports Day School trip
Festivals	Sukkot Halloween! Harvest festival Black History month	Diwali Hannukah Christmas	Chinese New Year Ash Wednesday/Shrove Tuesday Mother's Day	Holi Palm Sunday Easter	Eid-Al-Fitr Start of Ramadan Earth Day	Eid Al- Adha Father's Day

RECEPTION LONG TERM PLAN 2026-27

RECEPTION LONG TERM PLAN 2026-27

General themes	AUTUMN 1 MARVELLOUS ME!	AUTUMN 2 CELEBRATIONS	SPRING 1 AMAZING ANIMALS	SPRING 2 TERRIFIC TALES	SUMMER 1 GET SET GROW!	SUMMER 2 THE WORLD AROUND ME
Communication and Language Find out what languages parents speak at home, try and learn a few key words eg hello. Ensure multilingualism is celebrated across EYFS						
The development of Children's spoken language underpins all 7 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 interactions 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.**						
Across EYFS communication and language is developed with high quality interactions between children and adults and their peers. It is strengthened through the 'story of the week', discussions during CIL, adult directed activities, PSHE/circle times, stories, songs and rhymes. Welcomm Speech and Language intervention is used to support individual children	Welcoming children and families into the setting. Making friends and learning their names. Children talking about themselves and their families. Children talking about experiences that are familiar to them. Modelling sentence starters Model talk routines through the day eg "Good morning' when arriving at school in the morning. Chats confidently to familiar adults. Zones of regulation- Introduction What I am good at Goals and dreams.	Settling back in activities. Developing vocabulary. Joining in with repeated refrains- linked to poetry Developing story language Discussing favourite activities/stories. Understand how to listen carefully and know why it is important. Following instructions Taking part in small group discussions. Beginning to use new vocabulary throughout the day. Children initiating conversation with their peers. Understands prepositions, under, on top etc.	Beginning to use some of the new language learned. Asking why questions and responds to how questions. Retelling key parts of a story. Beginning to use familiar stories in role play. Ask questions to find out more information. Describe events in some detail. Learn rhymes, songs and poems and begin to join in when sung in a group. Make up their own stories based on familiar experiences. Children confidently engage in a two way dialogue	Talking through difficulties or problems. Describe events in more detail – using some time connectives. Understand how to listen to others and why it is important. Beginning to make up songs or rhymes of their own. Use an increasing range of vocabulary in their interactions with others. Sustained focus when listening to a story and beginning to ask linked questions. Responds to instructions with more elements. Uses language to imagine or recreate roles.	Confidently explaining to an adult what has gone wrong. Discovering a passion for activities, stories and learning. Children 'reading' familiar stories to themselves or peers. Recalling the story from memory or using illustrations to 'tell' the story. Re-read books frequently so they develop the language necessary to talk about what is happening in each illustration and relate it to their own lives/experiences. Share non-fiction books to expand their knowledge Shows variability in listening behaviour.	**ELG: 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. **ELG: 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.

RECEPTION LONG TERM PLAN 2026-27

General themes	AUTUMN 1 MARVELLOUS ME!	AUTUMN 2 CELEBRATIONS	SPRING 1 AMAZING ANIMALS	SPRING 2 TERRIFIC TALES	SUMMER 1 GET SET GROW!	SUMMER 2 THE WORLD AROUND ME
Personal, Social and Emotional development Across EYFS the 'Jigsaw' scheme is used to teach PSED and meet the RSE statutory requirements.						
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.**						
Managing Self Self- Regulation Linked to behaviour for Learning 'No Outsiders' assemblies	**Being Me in My World** **Express their feelings and consider the feelings of others.** I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. **Think about the perspectives of others.** I understand why it is good to use kind and gentle hands. I am starting to understand children's rights and this means we should all be allowed to play and learn I am learning what being responsible means. Class rules **Purple Mash – All about Me**	**Celebrating Differences** **See themselves as a valuable individuals** I can identify something I am good at and understand that everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is important to me I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.	**Dreams and Goals** **Show resilience and perseverance in the face of challenge.** I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I am older. I can say how I feel when I achieve a goal and know what it means to feel proud.	**Healthy Me** **Manage their own needs** I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me. **I know how to clean my teeth and why it is important**	**Relationships** **Build constructive and respectful relationships.** I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I know how to be a good friend. **Identify and moderate their own feelings socially and emotionally.** I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words I can use calm me time to manage my feelings.	**Changing Me** **Show resilience and perseverance in the face of challenge.** I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to year 1. I can talk about my worries and/or the things I am looking forward to about being in year 1. **ELG: 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 to follow instructions involving several ideas or actions.

RECEPTION LONG TERM PLAN 2026-27

						ELG: 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. **ELG: 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.

RECEPTION LONG TERM PLAN 2026-27

General themes	AUTUMN 1 MARVELLOUS ME!	AUTUMN 2 CELEBRATIONS	SPRING 1 AMAZING ANIMALS	SPRING 2 TERRIFIC TALES	SUMMER 1 GET SET GROW!	SUMMER 2 THE WORLD AROUND ME
Physical Development						
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.**						
Fine Motor Continuously monitor the fine motor provision provided and the impact on their developing skills. Check the progress of children's pencil grip and letter formation, including directionality. Provide extra help and guidance when needed. Dough disco/Daily fine motor opportunities	Threading, cutting, weaving, playdough and other malleable materials and fine motor activities with increasing control. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements both on a large and small scale. Hold pencil/paintbrush beyond whole hand grasp Develop a tripod grip (Pencil grip)	Use tools to effect change to a range of materials. Show preference for dominant hand. Children engage in adult led, structured activities: that guide them in what to draw, write or copy. Attempts to copy letters and shapes (as developmentally appropriate.) Teach and model correct letter formation- children to practise this and encouraged to have a go.	Engage in fine motor activities independently. Beginning to form some letters correctly eg those in their name, Handle tools, objects, construction and malleable materials with increasing control. Draw freely and independently. Holding/picking up small items- with pincer grip.	Use a comfortable grip with good control when holding pens and pencils. Correct letter formation is becoming more automatic eg the letters in their name. Demonstrating confidence and more control when using scissors to make snips in paper. Becoming increasingly independent as they get dressed and undressed,	Develop tripod pencil grip and letter formation consistently. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Develop the foundations of a handwriting style which is fast, accurate and efficient.	**ELG: Fine Motor Skills** 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
Gross Motor P.E scheme – Get Set 4 PE Daily Go Noodle dance activities Regular yoga opportunities	Introduce Little Wandle letter rhymes.	Practise formation and making connections to the correct letter family.	Continue practising letter formation. Focus on a specific family every fortnight. Reminds during every phonics lesson and writing activity.	Continue practising letter formation. Focus on a specific family every fortnight. Reminds during every phonics lesson and writing activity.	Continue practising letter formation. Focus on a specific family every fortnight. Reminds during every phonics lesson and writing activity.	Continue practising letter formation. Most letters formed correctly.
	Introduction to PE – Unit 1 Finding space, freezing on command, using and sharing equipment. Working individually with a partner and a group. Taking part in activities which will develop fundamental movement skills such as running, jumping and skipping.	Dance unit 2 Developing expressive movement through the topic, places. Exploring space and learning how to use space safely. Exploring travelling, actions, shapes and balances. Opportunities to copy, repeat and remember actions. Use a range of wheeled resources independently to balance, sit or ride on, or push	Fundamentals – Unit 2 Developing skills of balancing, running, hopping, jumping, travelling and changing direction. Develop fine and gross motor skills through handling equipment. Learning how to listen to and follow instructions.	Gymnastics – Unit 2 Explore creating shapes, balances, jumps and rolls. Developing an awareness of space and how to use it safely. Perform basic skills on floor and on the apparatus. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Ball skills- unit 2 Develop fundamental ball skills such as throwing, catching, rolling a ball, using targets, dribbling with feet, bouncing and catching a ball. Develop decision making and using simple tactics. Engage in highly active games and activities and get out of breath several times every day.	Games- unit 2 Sports day prep Further develop fundamental movement skills. Learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules. **ELG: Gross Motor Skills**

RECEPTION LONG TERM PLAN 2026-27

		and pull- balance bikes, wheelbarrows, pushchairs etc.			Combine different movements with ease and fluency.	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.
Health and Self-care	Children supported to develop good personal hygiene. Still needs regular reminders about thorough handwashing and toileting.			Use resources to explain the importance of the different aspects of a healthy lifestyle.		

RECEPTION LONG TERM PLAN 2026-27

General themes	AUTUMN 1 MARVELLOUS ME!	AUTUMN 2 CELEBRATIONS	SPRING 1 AMAZING ANIMALS	SPRING 2 TERRIFIC TALES	SUMMER 1 GET SET GROW!	SUMMER 2 THE WORLD AROUND ME
Literacy						
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).						
Comprehension- Developing a passion for reading Story of the week will be read daily in addition to other stories Children will visit the school library weekly Children will have the opportunity to join Letchworth library. Story sacks sent home weekly	Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story or rhyme, Understands the five key concepts about print: print has meaning-print can have different purposes- we read English from left to right and top to bottom- naming the parts of a book. Sequencing familiar stories through the use of pictures. Engage in extended conversations about stories and learning new vocabulary.	Retell stories related to events through acting/role play. Retelling stories using images/apps/ Makaton actions to retell the story. Narrating small world play stories or scenarios. Sequencing familiar stories through the use of pictures. Begin to identify familiar graphemes and corresponding sounds in text Enjoys an increasing range of books	Making up stories with themselves or peers as the main characters. Record their stories through pictures/drawing or mark making. Read simple phrases and sentences made up of words with known letter- sound correspondences and where necessary read a few tricky words. Beginning to use non-fiction books linked to topic or interests as a source of new information.	Enjoy a wide range of genres. Re-read stories to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their experiences of stories and books. Begin to develop their own narratives and explanations by connecting ideas or events. Sequencing a story – use vocabulary of beginning, middle and end. **Purple Mash – The Gingerbread man**	Retell a story with actions and/or picture prompts as part of a group. Use story language when acting out a narrative. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	**ELG: 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 Phonics is taught daily using the Little Wandle Scheme. Focus on blending to decode words and the introduction of recognising tricky words.	**Phonics**- phase 2 sounds **Reading**- initial sounds oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children read sounds speedily to make sound blending easier. Listen to children read aloud ensuring books are consistent with their developing phonics knowledge. Look at print concept awareness, knows that print is read from left to right.	**Phonics**- phase 2 sounds **Reading**- blending CVC sounds, teach and continue to practice pronunciation. Model how to touch each finger for each sound when blending/ segmenting. Support to identify the part of a tricky word that is tricky to read/spell.	**Phonics**- phase 3 sounds, introduction of diagraphs and identifying them in words. **Reading-** rhyming strings, common themes in traditional tales, identify characters and settings.	**Phonics**- phase 3 sounds recapping digraphs and introducing double letter words, longer words, words ending in ing and compound words. **Reading**- story structure- beginning, middle and end and retelling stories to an audience. Listen to children reading some longer words listening to letter-sound correspondences they know e,g, rabbit, himself	**Phonics**- phase 4 sounds with a focus on CVCC words and words ending in ing, ed/t, ed/id, est. **Reading-**Non-fiction texts, internal blending. Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught- do, said etc.	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.

RECEPTION LONG TERM PLAN 2026-27

General themes	AUTUMN 1 MARVELLOUS ME!	AUTUMN 2 CELEBRATIONS	SPRING 1 AMAZING ANIMALS	SPRING 2 TERRIFIC TALES	SUMMER 1 GET SET GROW!	SUMMER 2 THE WORLD AROUND ME
Literacy						
Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
Writing A range of writing/mark making opportunities available both inside and outdoors High quality texts will be used as a stimulus Children will only be asked to write sentences when they have sufficient knowledge of letter sound correspondences	**Texts to be used as a stimulus** Drawing a picture of themselves or their family and having a go at writing their name independently or copy it from a name card. Writing patterns in sand/paint etc using a range of tools eg finger, pencil, and paintbrush. Dominant hand or tripod grip Giving meaning to marks or patterns on paper- explaining to an adult what they have written. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	**Texts to be used as a stimulus** Writing initial sounds in phonics and using these to label pictures etc Captions, lists, diagrams, message centre. Sequencing a story orally or using initially sounds and pictures. Name writing - Write some or all of their name, using name cards for support. Support children to identify the phoneme/grapheme that they need for their writing. **Purple Mash – Celebration card**	**Texts to be used as a stimulus** Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greeting cards, tickets etc. Segmenting CVC words that they need in their writing. Independently writing some of the phase 2 tricky words, I, no, go , to, the, or using a word mat to spell them correctly. Guided reading based on reading short sentences in a meaningful context- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	**Texts to be used as a stimulus** Showing an interest in creating their own stories and books with images and sometimes words, in print and digital format. Using their developing phonic/grapheme correspondence knowledge in a range of writing genres- labels, captions, story maps and simple sentences. Beginning to form letters correctly as they write, using the letter families to support their knowledge. Breaks the flow of speech into words.	**Texts to be used as a stimulus** Writes clearly identifiable letters, many of which are formed correctly. Beginning to spell Known tricky (key) words correctly and irregular words are phonetically plausible. Children are able to read their own writing to an adult or peer. Retell a story in their own words or make up one of their own. Write their story in their own little book. Aware of and may use some punctuation independently but not necessarily correctly eg finger spaces, capital letters and full stops.	**Texts to be used as a stimulus** **ELG: 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.

RECEPTION LONG TERM PLAN 2026-27

General themes	AUTUMN 1 MARVELLOUS ME!	AUTUMN 2 CELEBRATIONS	SPRING 1 AMAZING ANIMALS	SPRING 2 TERRIFIC TALES	SUMMER 1 GET SET GROW!	SUMMER 2 THE WORLD AROUND ME
Mathematics						
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.						
Number and Numerical Patterns Children will visit the indoor Numberland once a week to learn new skills and consolidate knowledge. The maths challenge table will provide additional opportunities to develop curiosity around mathematics. First hand experiences provide an opportunity to develop mathematical vocabulary and understanding.	Building relationships with the children, exploring the setting and resources. Opportunities for counting, sorting and positional language **Matching** Sorting - same and different, colour, size and shape Comparing size, mass, capacity **Making patterns** Copying patterns, making simple patterns, repeating patterns Number shapes (Numicon) in different orientations – select shape to match outline **Number** Introduce 0, 1, 2, 3 Represent 0, 1, 2, 3- link coins **Composition** (including addition) of 0, 1, 2, 3 **Spatial awareness link** – 1- circle, 2- semi circle, 3- triangle	Number **Introduce** 4, 5 **Represent** 4, 5 – link coin Composition (including addition) 4, 5 **Spatial awareness link-** 4, square, rectangle 5- pentagon **Subitise** to 5 using dice, fingers and counters Comparing amounts, more, fewer/less or equal **1 more, 1 less- addition, subtraction symbols** **Days of the Week/seasons- ongoing**	**Recap/assess? 0-5** **Number** Introduce 6,7,8, **Represent** 6, 7, 8, link coins – do we have those coins? How could we make them? Using tally marks **Composition** (including addition) Making pairs Combining amounts making pairs for even numbers- patterns between pairs/non- odd and even **Spatial awareness link** – 6- hexagon, 7- septagon/heptagon, 8- octagon **Subitise** to 8 using dice, fingers and counters **doubles**	**Number** Introduce 9 and 10 **Represent** 9 and 10- link coins – do we have those coins? How could we make them? **Composition** (including addition) Comparing numbers to 10 Bonds to 10 – different ways to make 10- tens frames Look at different coins to make 10p **Measure, shape and spatial awareness** **Compare mass-** heavier than, lighter than, same **Compare Capacity**- full, empty, half full **Length and height**- longer than, shorter than, taller than	Number- Building numbers beyond 10 **Recognising number patterns beyond 10** **Represent- looking at number patterns, teen numbers-** **Composition** – look at groups of objects- estimate, use 10 frames to check Coins to make amounts beyond 10- adding more/taking away **Spatial awareness link** – match, rotate, manipulate- geoboards, how many different triangles can you make? Etc **Measure, shape and spatial awareness** 3D shape- pattern consolidation and investigation- shapes in the environment, 2d faces on 3D shapes Positional language, using maps etc Doubling, sharing and grouping, odds and evens	**ELG: 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, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: 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.

RECEPTION LONG TERM PLAN 2026-27

General themes	AUTUMN 1 MARVELLOUS ME!	AUTUMN 2 CELEBRATIONS	SPRING 1 AMAZING ANIMALS	SPRING 2 TERRIFIC TALES	SUMMER 1 GET SET GROW!	SUMMER 2 THE WORLD AROUND ME
Understanding the World						
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.						
Science **RE/Festivals** **History/Geography** Curriculum enables the children to develop a positive sense of themselves and others and learn how to form positive relationships They will begin to understand and value the differences of individuals and groups within their own community Children will have the opportunity to develop their emerging moral and cultural awareness Children will have the opportunity to develop awareness of different technologies through class teaching and CIL	Identifying their family members, looking at photographs, naming who they can see and what relation they are to them. Can talk about what they do and where they go with their family, Can identify similarities between other families. Name and describe people who are familiar or special to them. Read stories about different families and discuss the differences between families Become familiar with the classroom and outdoor areas. Conduct treasure hunts or eye spy games to find places/or objects within the learning environment. Shows an interest in technology Use of interactive whiteboard to complete art programs and engage with activities on Purple Mash including mash cam Purple Mash – All about me slide show	Recognises and describes special times and events for families and friends. Discuss the festivals or special occasions celebrated by others in our school and local community. Discuss the similarities between the celebrations eg special foods or new clothes. Comment on images of familiar situations in the past eg photographs of their learning in previous settings or photographs from home Introduce children to different occupations and how they use transport to help them. Knows that information can be retrieved from digital devices and the internet. Use of Bee Bots (programmable floor robots) Purple Mash – 2 Beat – links to Nursery Rhyme Week	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community eg places of worship. Compare and contrast characters from stories, including figures from the past. Introduce children to a range of fictional characters and creatures from stories and begin to help them differentiate these characters from real people in their lives. Children make comments on changes in living things eg leaves, weather, seasons, clothing etc. Completes a simple program on electronic devices. Bee bots **Purple Mash – animals- explore the zoo and vets within Simple City on Purple Mash**	Draw information from a simple map- Familiarise children with the name of the road, and or village/town/city the school is located in. Draw children attention to their immediate environment introducing and modelling new vocabulary where appropriate. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Encourage interactions with the outdoor environment to foster curiosity and give children the freedom to use their senses to explore the natural world around them, using hands on experiences. Can use the internet with adult supervision to retrieve information of interest to them. Purple mash- explore fairy tale elements of the software	Knows about similarities and differences in relation to places, objects, materials and living things. Observe and interact with natural processes, such as ice melting etc. After close observation, draw pictures of the natural world, including animals and plants and explain why some things occur. Can create content such as video recordings –stories and/or draw a picture on the screen. Develops digital literacy skills by being able to access and interact with a range of technologies. Talks about the features of their own immediate environment and how environments may vary from one another. Draw information from a simple map. **Purple Mash – Garden, growing a seed/ minibeasts**	**ELG: Past and Present** 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. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge

RECEPTION LONG TERM PLAN 2026-27

						from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World** 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, including the seasons and changing states of matter. **Purple Mash – under the sea** **Review children's tapestry accounts to gain pupil voice**

RECEPTION LONG TERM PLAN 2026-27

General themes	AUTUMN 1 MARVELLOUS ME!	AUTUMN 2 CELEBRATIONS	SPRING 1 AMAZING ANIMALS	SPRING 2 TERRIFIC TALES	SUMMER 1 GET SET GROW!	SUMMER 2 THE WORLD AROUND ME
Expressive Arts and Design						
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.						
Painting, 3D modelling, messy/sensory play, clay models, cutting, drama, role play, threading, moving to music, following musical patterns, singing songs, nursery rhymes, songs linked to topics, making instruments and percussion work. Give children an insight into new musical worlds. Invite musicians in to play music to the children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Children will have the opportunity to learn and perform songs, nursery rhymes and poetry linked to their work and interests	Join in with songs and rhymes. Sing call and response songs so that children can echo phrases of songs that adults sing. Exploring sounds and how they can be changed, tapping out simple rhythms. Join in with role play games and use resources available for props building on prior experiences, introduce vocabulary to support learning. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Self-portraits using a range of media including natural materials. Provide opportunities for children to work together to develop and realise creative ideas. Learn and perform harvest song	Give children an insight into new musical worlds. .Listen to a range of music eg- Royal Firework Suite by Handel, music linked to Diwali etc Children to make up their own dances in response. Children tell, recall and adapt stories through the use of story maps, props, puppets and story bags. Develop storylines in their pretend play - Role play parties and celebrations. Rangoli patterns for Diwali, clay Divas and the importance of light. The Christmas story, a journey, the importance of family, the gifts the Wise Men gave. Remember and sing an entire song. Learn song for Christmas performance	Join different materials and explore different textures- make houses for the Three Little Pigs Explore a range of joining techniques such as adhesive tape and glue. Explore colour mixture, showing control when adding new colours. Use a specific colour for a specific design or purpose. Watch and talk about performance art, expressing their feelings and responses- Chinese New Year Dance. Children use musical instruments to represent different sounds or actions in stories. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Children begin to notice features in the natural world. They use a range of media to represent the textures, colours and patterns that they have observed. Look at famous works of art linked to the natural environment eg Sunflowers by Vincent Van Goch. Draw with increasing complexity and detail such as adding eyebrows on a face or whiskers on animals. Use a range of malleable/ natural materials to construct and represent their ideas. Look at the work of Andy Goldsworthy. Listen attentively, move to and talk about music, expressing their feelings and responses.	Select the tools and techniques they need to assemble materials that they are using. Return to and build on their previous learning, refining their design as it evolves, to make improvements or increase the functionality. Use their imagination and a range of props to create and act out stories or scenarios. Children replicate choreographed dances such as traditional dances or those linked to familiar songs. Use a range of materials to construct with, including other resources or props to enhance their storytelling. Develop storylines in their imaginative play.	**ELG: Creating with Materials** 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. **ELG: Being Imaginative and Expressive** 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. Perform end of year song

RECEPTION LONG TERM PLAN 2026-27

General themes	AUTUMN 1 MARVELLOUS ME!	AUTUMN 2 CELEBRATIONS	SPRING 1 AMAZING ANIMALS	SPRING 2 TERRIFIC TALES	SUMMER 1 GET SET GROW!	SUMMER 2 THE WORLD AROUND ME
Behaviour Curriculum						
Alongside our behaviour curriculum framework some routines and behaviour routines will be revisited daily these include but are not limited to: greetings when coming into school, lining up, carpet expectations, stop and listen signal, transitions, playtime expectations, tidy-up routine, end-of-day routine.						
The behaviour curriculum will be embedded across all areas of learning. Adults will consistently model and support the development of key skills throughout the year.	**Settling into Reception and establishing expectations** Take turns using taught language with support. Listen to others and wait for their turn to contribute. Use the script, **"Stop! I don't like it."** independently. Ask **"Can I play?"** appropriately. Begin cooperative play with peers. Learn and practise Reception classroom routines. Introduce and use Zones of Regulation names. Learn "Show me 10 empty fingers" and stop-and-listen routines. Put belongings away correctly. Begin changing independently for PE. Follow the visual timetable and daily routines.	**Building positive relationships** Continue cooperative play Understand that friends may choose different activities. Respect others' choices during play. Listen without interrupting. Continue using behaviour scripts independently. Use Zones of Regulation check-ins daily. Access regulation tools with support. Follow class charter expectations. Gather resources independently. Attempt fastening coats.	**Developing independence and self regulation skills.** Listen attentively during longer inputs. Use taught calming strategies. Access regulation tools appropriately. Begin recognising when they need help regulating. Follow classroom routines independently. Gather resources for learning Manage toileting and hygiene independently. Continue developing independence in PE.	**Developing confidence and responsibility** Show empathy towards others. Resolve minor disagreements with adult support. Continue using behaviour scripts confidently Explain how they are feeling. Follow the class charter consistently Use regulation tools with increasing independence. Return resources to the correct place. Manage daily routines confidently.	**Becoming independent learners** Cooperate during group learning. Use regulation strategies before seeking adult support. Demonstrate resilience when learning is challenging. Follow routines independently. Change independently for PE. Collect and organise belongings. Complete classroom jobs responsibly.	**Ready for Year 1** Demonstrate positive friendships consistently. Work cooperatively during whole-class learning. Follow classroom routines independently. Use taught regulation strategies confidently. Complete transitions calmly. Manage belongings and resources independently. Prepare for Year 1 expectations.

RECEPTION LONG TERM PLAN 2026-27

EARLY LEARNING GOALS – END OF THE YEAR – Holistic/Best Fit Judgement						
Communication and language	**Personal, Social, Emotional Development**	**Physical Development**	**Literacy**	**Mathematics**	**Understanding the World**	**Expressive Arts and Design**
ELG: 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. **ELG: 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	**ELG: 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 to follow instructions involving several ideas or actions. **ELG: 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.	**ELG: Gross Motor Skills** 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. **ELG: Fine Motor Skills** 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	**ELG: 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. **ELG: 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. **ELG: Writing** Write recognisable letters, most of which are correctly formed;	**ELG: 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. **ELG: 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.	**ELG: Past and Present** 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. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge	**ELG: Creating with Materials** 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. **ELG: Being Imaginative and Expressive** 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.

RECEPTION LONG TERM PLAN 2026-27

sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	**ELG: 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.		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.		from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World** 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, including the seasons and changing states of matter.	

As a setting we recognise that children do not develop in a linear way, we respond and adapt our practice according to the children's individual needs, interests and emerging strengths.