

LONG TERM PLAN				Reception Class		
				2025-2026		
Theme	Autumn 1 Marvellous Me	Autumn 2 Let's Celebrate!	Spring 1 Winter weather	Spring 2 Once upon a time...	Summer 1 All creatures great and small	Summer 2 Ticket to ride!
	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
CAL	Understand how to listen carefully and why listening is important.  Engage in story times.	Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases  Engage in story times.	Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.
	Ongoing throughout the year: Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems, and songs		Use new vocabulary in different contexts	
ELGs	<b>Listening, Attention and Understanding</b> 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.			<b>Speaking</b> 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.		

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<b>Literacy</b>	<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> <p>See separate Literacy LTP for a breakdown of which elements of comprehension, reading and writing will be covered each term.</p>					
<b>Phonics</b>	<p>Phase 1/ 2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words.</p>	<p>Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss. Know tricky words - the, to, and, no, go, l. Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p>	<p>Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills –Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu. Know the 4 consonant digraphs – sh, th, ch, ng. Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi. Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air. Know vowel digraph er~Read tricky words they, here, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words. Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr. Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
<b>Key Texts</b>	<p>Nursery Rhymes O[ver's Vegetables The Colour Monster Leaf Man</p>	<p>Funnybones Room on the broom Owl Babies Kipper's birthday Stick Man</p>	<p>The Gruffalo The Gruffalo's child Percy the park keeper series The Magic Paintbrush</p>	<p>The Three Little Pigs Mr Wolf's pancakes The Three Billy Goats Gruff</p>	<p>Hairy MacLary The Great Pet Sale What the ladybird heard The Very Hungry Caterpillar</p>	<p>Whatever next? Mr Gumpy's outing The train ride</p>
<b>ELGs</b>	<p><b>Comprehension</b> 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.</p>		<p><b>Word Reading</b> 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.</p>		<p><b>Writing</b> 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.</p>	

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Maths	<p>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.</p>					
	<p><b>Baseline-Getting to know you</b> <b>Block 1 Match, sort and compare</b> Match objects and pictures, Identify a set, Sort objects to a type, Explore sorting techniques, Create sorting rules, Compare amounts <b>Block 2 Talk about measure and pattern</b> Compare size, mass and capacity, Explore, copy continue and create simple patterns</p>	<p><b>Block 3 It's me 1, 2, 3</b> Find 1, 2 and 3, Subitise 1, 2 and 3, Represent 1, 2 and 3, 1 more, 1 less, Composition of 1, 2 and 3 <b>Block 4 Circles and triangles</b> Identify, name and compare circles and triangles Shapes in the environment Describe position <b>Block 5 1, 2, 3, 4, 5</b> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more, 1 less Composition of 4 and 5 Composition of 1-5 <b>Block 6 Shapes with 4 sides</b> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p><b>Block 1 Alive in 5</b> Introduce zero, Find 0-5, Subitise 0- 5, Represent 0-5, 1 more, 1 less, Composition of numbers to 5, Conceptual subitising to 5 <b>Block 2 Mass and capacity</b> Compare mass, Find a balance, Explore and compare capacity <b>Block 3 Growing 6, 7, 8</b> Find 6,7,8, Represent 6,7,8, 1 more, 1 less, Composition of 6,7,8, Make pairs-odd and even, Doubles to 8, Combine 2 groups</p>	<p><b>Block 4 Length, height and time</b> Explore and compare length and height, Talk about, order and sequence time <b>Block 5 Building 9 and 10</b> Find 9 and 10, Compare numbers to 10, Represent 9 and 10, Conceptual subitising to 10, 1 more, 1 less, Composition to 10, Bonds to 10 (2 and 3 part), Make arrangements of 10, Doubles to 10, Explore even and odd</p>	<p><b>Block 1 To 20 and beyond</b> Build numbers beyond 10, Continue patterns beyond 10, Verbal counting beyond 20, Verbal counting patterns <b>Block 2 How many now?</b> Add more, how many did I add, Take away, How many did I take away <b>Block 4 Sharing and grouping</b> Explore sharing and grouping, Even and odd sharing, Play with and build doubles</p>	<p><b>Spring Block 6 Explore 3D shape</b> Recognise and name 3D shapes, Use 3D shapes for tasks, 3D shapes in the environment, Identify more complex patterns, copy and continue patterns <b>Block 3 Manipulate, compose and decompose</b> Select shapes for a purpose, Rotate and manipulate shapes, Compose and decompose shapes, Find 2D shapes within 3D shapes <b>Block 5 Visualise, build and map</b> Identify units of repeating patterns, Explore and create pattern rules, Replicate and construct, Describe positions, Represent maps with models <b>Block 6 Make connections</b> Deepen understanding, Patterns and relationships</p>
ELGs	<p><b>Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p>			<p><b>Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		

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Physical	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	Threading, cutting, weaving, playdough, fine motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip	Fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Cutting with scissors.	Fine motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.	Fine motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / start to cut along a curved line, like a circle.	Fine motor activities. Form letters correctly. Cut a shape out using scissors. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Draw pictures that are recognizable. Build things with smaller linking blocks, such as Duplo or Lego.
Gross motor	PE Fundamental skills- Balance Different ways of moving Negotiate space Travelling with confidence Jumping and landing Underarm and overarm throws	PE Fundamental skills-building skills from Autumn 1  Dance-negotiate space, move to music, copy and refine actions	PE Gymnastics: Balance Core muscle strength Jumping and landing Awareness of space	PE Gymnastics-building skills from Spring 1 Dance: Move energetically Copy basic actions Move to music Negotiate space	PE Games skills: Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	PE Games skills-building skills from Summer 1 Athletics: Running skills Agility Sports day
ELGs	<b>Gross Motor Skills</b>  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.			<b>Fine Motor Skills</b>  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.		

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PSED	<p>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.</p>					
'SCARF' themes	<p><b>Me and my relationships</b> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others' feelings.</p>	<p><b>Valuing difference</b> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p>	<p><b>Keeping safe</b> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p><b>Growing and changing</b> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p>	<p><b>Rights and respect</b> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world</p>	<p><b>Being my best</b> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating Move your body A good nights' sleep</p>
ELGs	<p><b>Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>		<p><b>Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		<p><b>Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	

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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.					
UtW	<p>Identifying family members, commenting on photos of their family, naming who they can see. Talk about what they do with their family and places they have been. Draw similarities and make comparisons between other families.</p> <p>Navigating around the classroom/school and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p>	<p>Celebrate Diwali, Bonfire night, Christmas-make comparisons. Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</p> <p>Talk about significant events in own experience</p> <p>Recognise and describe special times or events for family or friends</p>	<p>Recognise some environments that are different to the one in which they live. Changing seasons: winter Ice experiments</p> <p>Celebrate Chinese New Year, compare to previous celebrations, recognising that people have different beliefs</p> <p>Know there are different countries in the world (China)</p>	<p>Share different cultures versions of famous fairy tales.</p> <p>Introduce children to a range of fictional characters and creatures from stories and begin to differentiate these characters from real people in their lives.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Sort animals according to their habitats.</p> <p>Explore a range of animals. Learn their names and label their body parts.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Journeys-how do we get to school? Introduce the children to a range of transport and where they can be found. Make simple comparisons between transport now/in the past.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p>
RE	Special times-how and why do we celebrate?		Special stories- Why are some stories special? What special messages can we learn from stories?		Special places-which buildings and places are special to different people? What is special about our world?	
ELGs	<p><b>Past and Present</b> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p>		<p><b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	

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<p>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.</p>						
EAD	<p>Join in with songs. Explore colours and colour mixing. Build stories around toys (small world) use available props to support role play. Build models using construction equipment. Junk modelling-exploration. Explore sounds and how they can be changed, tapping out of simple rhythms. Draw a self-portrait (enclosing lines): draw definite features.</p> <p>AccessArt-Collaging with Wax Crayon Rubbings Autumn Floor Textiles</p>	<p>Use different textures and materials to make firework pictures. Junk modelling- teach children different techniques for joining materials, such as how to use adhesive tape and glue. Use of story maps, props, puppets &amp; story bags to encourage children to retell, invent and adapt stories. Diwali-Rangoli patterns, divas Role play The Nativity, parties and celebrations. Christmas decorations, cards Christmas songs</p> <p>AccessArt-Finding circles</p>	<p>Van Gogh Starry Night- produce a piece of artwork using an artists style as a stimulus. Explore how colour can be changed. Making lanterns, Chinese writing, puppet making, Chinese music and composition, explore dragon dance</p> <p>AccessArt-Explorers books- collecting colour</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>AccessArt-Shells-observational and imaginative drawings</p>	<p>Collage-farm animals/minibeasts. Design and construct bug hotel. Pastel drawings. Junk modelling-animal homes.</p> <p>Provide a range of materials for children to construct with.</p> <p>Create collaboratively: making 3d ladybird shells: papier mache: working in pairs</p> <p>AccessArt-Ducklings</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Music from a range of countries and cultures.</p> <p>AccessArt-Galaxy painting</p>
ELGs	<p><b>Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>			<p><b>Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>		