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| **Reception - Long Term Outcomes Overview**  **2025 to 2026** | | | | | | | | | | | | | | | |
| **Age Related Expectations** *\* Teaching and learning to be differentiated through short term planning, driven by assessment*  *Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision* | | | | | | | | | | | | | | | |
|  | | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | | **Summer 1** | | **Summer 2** | |
| **Topics**  *To be chosen following children’s interests.* | | Gradual Admission & Settling In Time | All about me x3  Halloween x3 | | Bonfire nightx1  Autumn x3  Black dot x1  Ishx1  Nativity/Christmas x1 | | Winter x2  Traditional tales x2  Chinese New Year 17th Feb bean stalk and 3 little pigs | | Red riding hood x1  Pirates x2  Spring/growing x2  Easter x1 | | | Mini beasts x3  Superheroes x3 | | Dinosaurs x3  Juila Donaldson x2  Ready steady go (transition) x 2 | |
| **ADDITIONAL TEXTS:** Enjoyment for reading  Fiction & Non-fiction | | We are all different x 1  Colour monsterx1  Ruby’s Worryx1  Winnie the Witch x1  Room on the Broom X2 | | | The leaf thief/ were going on a leaf hunt x 2 (Andy Goldsworthy)  The black dot x1  Ishx1  The Christmas show x 2  The nativity story | | The runaway wok  Mr Wolfs Pancake  Curious George makes pancakes  A little bit of winter  Ridiculous  Non fiction text  Polar bear Polar bear what do you hear  The snowy day  The snow man | | Harry and a bucket full of dinosaurs-  Dinosaus love underpanta  Jack and the Beanstlk- alternative story  The Easter sotory | | | Non fiction text frogs and lady birds  The very hungry caterpillar  Spinderella  Goodnight gorilla  Supertato  Super worm  Super kid | | Zog  Tiddler  What the ladybird heard  The Gruffalo | |
| **Enrichments**  **Trips/Visitors** | | **Pantomime**  **Visit from vicar**  **Trip to church** | | | | | **Acorn farm visit** | | | | | **Imagine That** | | | |
| **Role Play Indoors &**  **Outdoors** | | Indoor- domestic roleplay, enhanced  Outdoor- spooky den building | | | | | Indoor- domestic roleplay, enhanced  Arctic roleplay  3 little pigs- Bricks, sticks, hard hats and hivis | | | | | Indoor-Domestic Role play, enhanced  School Role-play for Year One | | | |
| **PRIME ARES OF LEARNING** | **PSE**  Self Confidence & Self  Building Relationships  Managing Feelings & Behaviour | * See themselves as a valuable individual. * Build constructive and respectful relationships. * Express their feelings and consider the feelings of others. * Identify and moderate their own feelings socially and emotionally. * Manage their own needs. | | | | | * Show resilience and perseverance in the face of challenge. * Think about the perspectives of others. * Know and talk about the different factors that support their overall health and wellbeing. | | | | | * 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. | | | |
| **CL**  Listening, Attention and Understanding  Understanding  Speaking | * Understand how to listen carefully and why listening is important. * Learn new vocabulary. * Use new vocabulary through the day. * Ask questions to find out more and to check they understand what has been said to them. * Describe events in some detail. * Develop social phrases. * Engage in story times. * Listen to and talk about stories to build familiarity and understanding. * Use new vocabulary in different contexts. * Listen carefully to rhymes and song, paying attention to how they sound. * Learn rhymes, poems and songs. * Engage in non-fiction books. | | | | | * Articulate their ideas and thoughts in well-formed sentences. * Connect one idea or action to another using a range of connectives. * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. * Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | | | * 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. | | | |
| **PD**  Fine motor  Gross motor | * Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. * Progress towards a more fluent style of moving, with developing control and grace. * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Combine different movements with ease and fluency. * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. * Further develop the skills they need to manage the school day successfully: \* lining up and queuing \* mealtimes \* personal hygiene. | | | | | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. * Develop overall body-strength, balance, co-ordination and agility. * Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. * Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. * Develop the foundations of a handwriting style which is fast, accurate and efficient. | | | | | * 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. * 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. | | | |
|  | **Phonics** | **Read Write Inc Set 1** | | | | | **Read Write Inc Groups** | | | | | **Read Write Inc Groups** | | | |
| **SPECIFIIC AREAS OF LEARNING**      **SPECIFIC AREAS OF LEARNING** | **Literacy**  Comprehension  Word Reading  Writing  *(see EY2P long term plans)* | **Reading**   * Read individual letters by saying the sounds for them. * Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. * Read some letter groups that each represent one sound and say sounds for them. * Read a few common exception words matched to the school’s phonic programme.   **Writing**   * Form lower-case letters. * Spell words by identifying the sounds and then writing the sound with letter/s. | | | | | **Reading**   * Read individual letters by saying the sounds for them. * Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. * Read some letter groups that each represent one sound and say sounds for them. * Read a few common exception words matched to the school’s phonic programme. * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.   **Writing**   * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. | | | | | **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.   **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.   **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. | | | |
| **Mathematics**  Number  *(see EY2P long term plans)*  SSM  *(see EY2P long term plans)* | **Number**   * Count objects, actions and sounds. * Subitise with numbers to 5. * Link the number symbol (numeral) with its cardinal number value. * Understand the one more than/one less than’ relationship between consecutive numbers. * Automatically recall number bonds to 5. * Continue, copy and create repeating patterns. | | | | | **Number**   * Count beyond ten. * Compare numbers. * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Explore the composition of numbers to 10. * Automatically recall number bonds for numbers 0–5. * Select, rotate and manipulate shapes to develop spatial reasoning skills. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Continue, copy and create repeating patterns. * Compare length, weight and capacity. | | | | | **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. | | | |
| **UW**  People, Culture & Communities  The Natural World  Past and Present | **HISTORY**   * Talk about members of their immediate family and community. * Name and describe people who are familiar to them, * Recognise that people have different beliefs and celebrate special times in different ways.   **GEOGRAPHY**   * Recognise some similarities and differences between life in this country and life in other countries. * Explore the natural world around them.   **SCIENCE**   * Describe what they see, hear and feel whilst outside. * Understand the effect of changing seasons on the natural world around them. | | | | | **HISTORY**   * Draw information from a simple map. * Recognise that people have different beliefs and celebrate special times in different ways.   **GEOGRAPHY**   * Explore the natural world around them.   **SCIENCE**   * Describe what they see, hear and feel whilst outside. * Recognise some environments that are different to the one in which they live. * Understand the effect of changing seasons on the natural world around them. | | | | | **HISTORY**   * 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.(**past and present**   **GEOGRAPHY**   * 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 from stories, non-fiction texts and – when appropriate – maps. **(People and communities**   **SCIENCE**   * 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. **(The natural world)** | | | |
| **EAD**  Exploring Media & Materials  Being Imaginative and Expressive | * Listen attentively, move to and talk about music, expressing feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively sharing ideas, resources and skills. | | | | | * Explore and engage in music making and dance, performing solo or in groups. * Watch and talk about dance and performance art, express their feelings and responses. * Develop storylines in their pretend play. | | | | | * 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. | | | |
| **Calendar of Events** | | **Sept:** | | **Oct:**  Halloween  Diwali  Black History Month  Mental health week | **Nov:**  Guy Fawkes  Bonfire Night  Rememberance Sunday  World nursery Rhyme week | **Dec:**  Christmas performance | **Jan:**  Chinese New Year | **Feb:**  Valentines Day | | **Mar:**  Mother’s Day  International Women’s Day  Pancake day | **Apr:**  Easter Sunday | **May:** | **June: Father’s Day** | | **July: Transition to Year 1** |

**EVALUATION**

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| **Autumn 1** | **Autumn 2** |
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| **Spring 1** | **Spring 2** |
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| **Summer 1** | **Summer 2** |
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