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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 x3Halloween x3 | Bonfire nightx1Autumn x3Black dot x1Ishx1Nativity/Christmas x1 | Winter x2Traditional tales x2 Chinese New Year 17th Feb bean stalk and 3 little pigs | Red riding hood x1Pirates x2Spring/growing x2Easter x1 | Mini beasts x3Superheroes x3 | Dinosaurs x3Juila Donaldson x2Ready steady go (transition) x 2 |
| **ADDITIONAL TEXTS:** Enjoyment for readingFiction & Non-fiction  | We are all different x 1Colour monsterx1Ruby’s Worryx1Winnie the Witch x1Room on the Broom X2 | The leaf thief/ were going on a leaf hunt x 2 (Andy Goldsworthy)The black dot x1Ishx1The Christmas show x 2The nativity story | The runaway wokMr Wolfs PancakeCurious George makes pancakesA little bit of winterRidiculousNon fiction textPolar bear Polar bear what do you hearThe snowy day The snow man | Harry and a bucket full of dinosaurs- Dinosaus love underpantaJack and the Beanstlk- alternative storyThe Easter sotory  | Non fiction text frogs and lady birdsThe very hungry caterpillarSpinderellaGoodnight gorillaSupertatoSuper wormSuper kid | ZogTiddlerWhat the ladybird heardThe Gruffalo  |
| **Enrichments** **Trips/Visitors** | **Pantomime****Visit from vicar****Trip to church**  | **Acorn farm visit** | **Imagine That** |
| **Role Play Indoors &** **Outdoors**  | Indoor- domestic roleplay, enhancedOutdoor- spooky den building  | Indoor- domestic roleplay, enhancedArctic roleplay3 little pigs- Bricks, sticks, hard hats and hivis | Indoor-Domestic Role play, enhancedSchool Role-play for Year One |
| **PRIME ARES OF LEARNING** | **PSE**Self Confidence & SelfBuilding 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.
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| **CL**Listening, Attention and UnderstandingUnderstanding 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.
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| **PD**Fine motorGross 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.
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|  | **Phonics** | **Read Write Inc Set 1** | **Read Write Inc Groups** |  **Read Write Inc Groups**  |
| **SPECIFIIC AREAS OF LEARNING** **SPECIFIC AREAS OF LEARNING** | **Literacy** ComprehensionWord 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.
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| **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.
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| **UW**People, Culture & Communities The Natural WorldPast 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)**
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| **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.
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| **Calendar of Events**  | **Sept:** | **Oct:**HalloweenDiwaliBlack History MonthMental health week | **Nov:**Guy FawkesBonfire NightRememberance SundayWorld nursery Rhyme week | **Dec:**Christmas performance | **Jan:**Chinese New Year | **Feb:**Valentines Day | **Mar:**Mother’s Day International Women’s DayPancake 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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