

Reception Long Term Plan 2026-2027



Curriculum areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	<u>I wonder what changes?</u> Autumn & Harvest How do fruit and vegetables change? Healthy eating How have I changed? <u>I wonder who I am?</u> My family, My feelings, pets Settling into our new learning environment Learning how to be a good friend	<u>I wonder how we celebrate?</u> Halloween, Bonfire night, Diwali, Christmas Writing Letters and lists to Father Christmas The Nativity Sharing photographs of special occasions <u>I wonder how it works?</u> Toys past and present- in preparation for year 1	<u>I wonder what is out there?</u> Cold places and space North and South pole Arctic animals- bears and penguins Where do we live? Where have you been in the world?	<u>I wonder what happens next?</u> Fairy tales & Superheroes Healthy eating and healthy body including brushing teeth <u>I wonder who helps me?</u> When I grow up... People who help me including firefighters, police officers and nurses	<u>I wonder who lives there?</u> Habitats linked to minibeasts, plants, our homes Homes- past and present and homes around the world <u>I wonder what creeps and crawls?</u> Minibeasts, lifecycles and habitats	<u>I wonder what moves?</u> Boats, transport and the seaside Looking after our planet- plastic in the ocean (clem and crab) Who were the Wright brothers? Vehicles-past and present
Focus texts including drawing club texts	The Little Red Hen Handa's surprise Oliver's Vegetables The Enormous Turnip Owl Babies Leaf Man We're going to find a monster	Room on the Broom Pattan's pumpkin The Gingerbread man Stickman & Stanley's stick Traction Man Festivals Christmas stories: Dear Santa	The Naughty Bus We're Going on a bear hunt Penguin small/ Penguin Huddle Whatever Next The Way Back Home How to catch a star/ Star in a Jar The smegs and the smoots	Supertato & The Evil Pea Superworm Super-duper me The red bottomed robber Shhhh! Something else? The Something Egg drop/ the odd egg	I'm going to eat this ant Ahh! Spider The very hungry Caterpillar Mad about minibeasts What the ladybird heard The very quiet cricket The Tiny Seed/ The extraordinary gardener	Mr Gumpy's Outing Mrs Armitage on Wheels The Hundred Decker bus Sharing a shell Clem and Crab Aqua Boy The Lighthouse keepers lunch
'Wow' moments/ Enrichment weeks Opportunities for learning outside of the classroom	Funky finger workshop during phonics presentation Harvest Celebration	Nursery rhyme week Road safety and Bonfire night safety Christmas Craft morning/ Christmas story session Diwali Celebrations 6/11-10/11 Christmas performance Remembrance Sunday	Begin Secret readers Chinese new year-Goldy Luck and the three pandas/ The runaway wok Valentine's day- who cares for us? Internet Safety day Potential visit to the Storyhouse library	Easter bonnet parade and games Mother's Day- celebration in school Science week (egg experiment) Easter egg hunt with our buddies Visit from PCSO and other jobs including doctor and vet (with help from parents) Superhero day!	Trip to the farm- Visit from a farmer? Minibeast hunt 30 days wild- June. Outdoor learning opportunities/ forest school	Writing invitations for our buddy's to join us for a tea party in the park (The tiger who came for tea) Father's Day- stay and play session Seaside day/ Aeroplane simulation day
Communication & Language	- Communication and Language is at the heart of our curriculum and is embedded throughout every day. - Children are immersed in a language-rich environment where high-quality interactions, purposeful conversations and shared thinking support the development of confident communicators. Staff use the SHREC approach to model, extend and enrich children's language. - Daily story sessions, repeated reading, storytelling, songs and rhymes foster a love of language, while opportunities to retell and act out stories using puppets, small world resources and role play deepen children's understanding and use of new vocabulary. - Drawing club sessions are planned three times a week to promote a love of story and to explore new language. - Planned teacher-led discussions, group times, snack-time conversations and sustained interactions during child-initiated play provide regular opportunities for children to listen, respond, ask and answer questions, and express their ideas. - Weekly key vocabulary is explicitly taught and revisited in a range of meaningful contexts.					
	ELG Focus: 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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Introduce the Chatterbox Introduce the 'Whole Body Listening' song Introduce Helicopter stories Learn about people who help us in school including lunch time staff Understanding the vocabulary 'same' and 'different' Discussing, describing and making comparisons of key features in illustrations from focus stories including 'Handa's Surprise'		ELG Focus: Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Begin 'Secret Readers' 1 st Feb- Participate in national storytelling week Giving instructions using directional language including forwards, backwards, turn etc. Discussions regarding the future and jobs; visits from our PCSO's and other roles in society Text: You choose in space		ELG Focus: 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. Discussions linked to the lifecycle of a butterfly as we grow our own from caterpillars Discussion opportunities linked to school trip to the farm Sustainability week promoting discussions about how we can be eco warriors and look after our planet	

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Personal, Social & Emotional Development	- Personal, Social and Emotional Development is embedded throughout our daily practice through nurturing relationships, consistent routines and a safe, supportive learning environment. - Staff are trained in Emotion Coaching and are trauma-informed, enabling them to support children to recognise, understand and regulate their emotions while developing resilience, confidence and positive relationships. - Daily emotion check-ins, using The Colour Monster as a shared language for feelings, alongside a designated quiet area for self-regulation, help children to develop emotional awareness and wellbeing. - Through skilled adult modelling and supported problem-solving, children learn to share, take turns and resolve conflicts independently, with resources such as egg timers promoting fairness and cooperation. - Carefully selected stories are used throughout the year, alongside responsive texts chosen to meet the needs of the class, to develop empathy, kindness and emotional understanding. - Planned opportunities to develop healthy lifestyles, personal care and independence, including handwashing, healthy choices and daily routines, are embedded within the curriculum. - Children also build confidence and a sense of belonging through meaningful relationships with others across the school, including shared learning opportunities with Key Stage 1 and our Year 6 buddy programme, providing a secure foundation for lifelong learning and wellbeing.					
	ELG Focus: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Building Relationships: Form positive attachments to adults and friendships with peers.		ELG Focus: Self-Regulation: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly. Building Relationships: Work and play cooperatively and take turns with others.		ELG Focus: Self-Regulation: 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. Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships: Show sensitivity to their own and to others' needs.	
	Introduce and read the colour monster Discussing healthy screen habits- introduce the egg timer Read 'Pablo's Feelings' Jigsaw- 'Being me in my world' and discuss 'Who am I and how do i fit?' Creating our class charter together	Anti-bullying week- How can I be a good friend? Being a safe pedestrian- Road safety week Bonfire night safety The squirrels that squabbled Jigsaw- 'Celebrating differences'- Respect for similarity and difference. Introduce voting for a book Begin attending some assemblies	Kindness week- Read 'Norris the bear who shared' Learn about caring for the environment-making bird feeders Valentine's Day- who cares for us and how can we show gratitude? Possible focus texts: 'I'm not (very) afraid of the dark & the owl who is afraid of the dark' Jigsaw- 'Dreams and goals' Aspirations, how to achieve goals and understanding the emotions that go with this	Read 'The odd egg'- is it okay to be different? Jigsaw- 'Healthy me' Being and keeping safe and healthy Healthy body- good sleep routine linked to the princess and the pea	Understand that some places are special to members of their community- Share photos of family celebrations including weddings & Christenings Read 'The boy and the octopus'- boosting self-esteem Jigsaw- 'Healthy relationships'- Building positive, healthy relationships	Focus on transition into Year 1- read 'the path' and 'the rainbow fish' Read 'Pirates love underpants'- pantasaurus Jigsaw- 'Changing me' Coping positively with change Sports day- resilience, perseverance and sportsmanship
Physical Development Gross Motor	- Gross motor development is promoted through a balance of planned teaching and child-initiated play, enabling children to develop strength, balance, coordination, agility and confidence in movement. - When children are ready, they take part in weekly PE sessions following the PE Passport scheme, with a focus on fundamental movement skills, balance, coordination, spatial awareness, teamwork and developing control of their bodies. - Throughout the year, children also participate in balance bike training to further develop coordination and confidence. - Our continuous provision provides daily opportunities to refine gross motor skills through the use of scooters, trikes, climbing equipment, sports resources, digging and planting areas, and open-ended materials for creating obstacle courses.					
	ELG Focus: Negotiate space and obstacles safely, with consideration for themselves and others		ELG Focus: Demonstrate strength, balance and coordination when playing.		ELG Focus: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
	PE: Fundamental movement skills: Balancing on one leg, overarm and underarm throw, catching a bounced ball, hopping and jumping for distance Develop core strength and posture during outdoor play Enhancements: Movement games: Simon says, musical statues, animal walks etc. Introduce outdoor trike/bike use & climbing frames Use of streamers, chalk, large brushes and rollers for large shoulder and arm movement	PE: Dance- toys Use my body to create different shapes, express feelings, travel safely and perform Continue with fundamental movement skills through 'Pippa & Eddie' Enhancements: Building Obstacle courses using cones, hoops, tunnels Begin Balance bike training sessions Dance routines to music	PE: Locomotion 1 (fundamental movement)- Balancing on one leg, hop on one foot, travel on hands and feet, gallop sideways, jump 2 feet to 2 feet, Enhancements: Sessions in the forest- bear hunt movement games Den building Continue balance bike training	PE: Gymnastics- rocking and rolling Rocking on different body parts, rock to a roll, rolling sideways, scissor kick, pencil rolls Enhancements: Balance and coordination with egg and spoon races Model partner games such as mirror me. Model use of skipping rope Continue balance bike training	PE: Target skills Throwing underarm with accuracy, working with others to take turns, strike a ball with my foot, kick and roll balls with accuracy Enhancements: Relay races and obstacle courses Sports day practise Opportunities to use pedal bikes	PE: Fundamental movement skills- An encounter with pirates/ under the sea with Pippa and Eddie Moving in a range of ways linked to ELG Enhancements: Group games such as parachute games Lane running on the field

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Physical Development Fine Motor	- Fine motor development is carefully planned and embedded throughout the day to build the strength, control and precision needed for handwriting and other everyday tasks. - Children begin by developing large shoulder and arm movements through activities such as painting with rollers and large brushes, using streamers, chalking and other large-scale mark-making experiences before progressing to more refined movements. - Daily 'Funky Fingers' activities, including threading, tweezers, puzzles, construction, dough and other manipulative tasks, strengthen hand muscles and develop dexterity, alongside weekly Dough Disco and Pen Disco sessions. - We follow the Read Write Inc. handwriting programme, introducing daily explicit handwriting sessions once Set 1 sounds have been taught, while continuing to provide rich opportunities to develop fine motor skills through continuous provision. - Resources such as mark-making materials, pipettes in the water area, small paintbrushes, scissors, construction toys and malleable materials remain readily available, ensuring children have repeated opportunities to practise, refine and apply their developing skills across the curriculum.					
	ELG Focus: Begin to show accuracy and care when drawing.		ELG Focus: Use a range of small tools, including scissors, paint brushes and cutlery.		ELG Focus: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	
	Develop hand dominance and pencil grip through the introduction of ‘crocodile snap fingers’ Introduce dough disco and pen disco Finger strength activities through the use of tweezers, threading, peg boards, chunky chalks, snipping paper with scissors, tearing strips of paper, opportunities to use a range of mark making tools	Begin daily RWI handwriting sessions Introduce chopping snack Strengthen tripod grip through tracing, mark-making, and drawing. Use small tools with control (scissors, pegs, pencils, knives and forks). Use scissors to chop straws, string etc. Weaving through natural resources Manipulating paper for wrapping objects	Daily RWI handwriting sessions Introduce further tools that can be used for prepping/ eating snack including knife and fork, grater. Refine pencil control with regular handwriting activities. Increase stamina through longer drawing and writing tasks. Develop wrist strength (e.g. vertical surface writing). Use scissors to cut along lines	Daily RWI handwriting sessions Build fluency in writing across vertical and horizontal surfaces. Encourage consistent pencil grip and correct posture. Use hole punchers and learn to thread through made holes for a purpose Introduce more complex construction resources such as lego	Daily RWI handwriting sessions Develop writing stamina through independent tasks. Encourage fine detail in drawings (e.g. facial features, patterns). Continue to refine tool control such as a hammer when making supertato Cutting out detailed shapes using scissors Using fastenings such as zips and buttons Constructing more complex models	Daily RWI handwriting sessions Consolidate core and finger strength. Confident, fluent use of tripod grip. Encourage self-initiated writing indoors and outdoors. Folding paper such as making paper aeroplanes Begin to manipulate string such as tying bows and knots.
Literacy Comprehension	- Language comprehension is developed through a language-rich environment that promotes a lifelong love of books, stories and storytelling. - Children enjoy daily story times and a carefully selected weekly focus text, with ambitious key vocabulary explicitly taught and revisited throughout the week. - An inviting reading environment, alongside books embedded within continuous provision, encourages children to independently explore a wide range of stories and non-fiction texts. - Through planned discussions, storytelling and role play, children develop their understanding of characters, settings, events and themes while learning to express opinions, answer questions and make connections between texts. - A range of rhymes, poems, author collections and non-fiction texts further enrich children's language experiences, and from the Spring term, Secret Readers help to foster a love of reading and strengthen links between home and school.					
	ELG Focus: Anticipate – where appropriate – key events in stories.		ELG Focus: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		ELG Focus: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	
	Listen to a story and comment on the events. Name the characters from a familiar story. Answer closed retrieval questions Anticipate key events, join in with repeated refrains and show an understanding of new vocabulary Answer who, what, where, when, why, how questions Answers simple questions about stories Retell familiar stories with support Enhancements: Story props, books, dressing up, puppets, role play, small world		Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions. Retells stories in correct sequence Uses story vocabulary (character, setting, beginning, next...) Connects ideas using simple conjunctions (“and”, “because”) Enhancements: Children inventing their own simple stories and acting them out on a ‘stage’. Create a ‘story telling chair’. Tell a teddy a story, put on a puppet show for their buddies		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. Retells stories independently Creates their own narratives Uses more complex sentences and varied vocabulary Holds back-and-forth conversations about stories Enhancements: Photographs of themselves to tell simple stories, cut outs of characters from focus texts, introduce the use of story telling cubes	
Literacy Reading	- Word reading is taught through the systematic Read Write Inc. phonics programme, ensuring children develop secure phonological awareness, decoding skills and increasing fluency. - Daily phonics sessions are supported by planned opportunities within continuous provision that enable children to apply and embed their developing knowledge through meaningful play. - Decodable words, labels and environmental print are carefully incorporated throughout the classroom, encouraging children to recognise, read and use familiar words independently. - Regular opportunities to revisit previously taught sounds and apply reading skills across the curriculum support children in becoming confident and enthusiastic readers.					
	ELG Focus: Say a sound for each letter in the alphabet and at least 10 digraphs.		ELG Focus: Read words consistent with their phonic knowledge by sound-blending.		ELG Focus: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	

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	Phase 1 listening and attention games including sound discrimination, environmental sounds, alliteration and rhyming games Begin to teach Set 1 single letter Speed Sounds (m, a, s, d, t...) Oral blending (Fred Talk), blending simple CVC Green Words as sounds are learnt. Begin to take home blending books when ready Enhancements: Fred the frog in classroom areas, magnetic letters, initial sound picture hunt, labelling familiar classroom objects such as pen, pan, hat etc.	Complete Set 1 Speed Sounds. Introduce and secure Special Friends (sh, ch, th, ng, nk, qu, ck and double consonant sounds). Blend and read Green Words confidently. Begin reading simple phrases and captions. Begin to recognise some red words such as 'I', 'the' and 'no' Enhancements: CVC word making trays, small world characters labelled eg pig, fox, cat, Sound blending books in CP	Consolidate all Set 1 Sounds. Introduce Ditty Sheets when children are ready. Teach Red Words as they appear in the Ditties. Develop sentence reading and writing. Reading longer CVCC words Enhancements: café role play with decodable menu, magnifying glasses to find tiny words	Continue Ditties and progress into Set 2 Speed Sounds (according to assessment). Teach first 6 sounds: ay, ee, igh, ow, oo, oo (u) Teach Set 2 Green Words and accompanying Red Words. Increase fluency and comprehension. Reading multi-syllabic words Enhancements: Reading treasure hunts, reading dens to read in secret, story maps	Consolidate Set 2 Sounds and teach further set 2 sounds (according to assessment) ar, or, ir, air, ou, oy Read Set 2 Storybooks, recognising red words. Develop fluency and continue reading multi-syllabic words Enhancements: Reading challenge basket.. can you read...? Magazines/ comics to read, reading challenges in the morning answering questions.	Continue Set 2 or begin set 3 sounds for children who are ready (based on RWI assessment). Consolidate reading fluency. Enhancements: Reading buddy basket- can you read teddy a story? Headteacher daily question to read and answer
Literacy Writing	- Writing is developed through meaningful, purposeful experiences that inspire children to communicate their ideas and develop a love of mark making and writing. - Through Drawing Club, children are motivated to write for a purpose, beginning with imaginative mark making and progressing through letter formation, words and simple sentences as their skills develop. - Writing opportunities are carefully planned and woven throughout the curriculum, encouraging children to write invitations, shopping lists, missing posters, stories, labels and secret codes, giving real meaning to their writing. - Daily opportunities to develop transcription skills are supported through explicit handwriting teaching following the Read Write Inc. programme, alongside a wide range of accessible writing resources within continuous provision, including clipboards, notebooks, chalkboards, chalk and mark-making materials. - These experiences encourage children to independently apply their developing writing skills across all areas of learning.					
	ELG focus: Write recognisable letters, most of which are correctly formed.		ELG Focus: Spell words by identifying sounds in them and representing the sounds with a letter or letters.		ELG Focus: Write simple phrases and sentences that can be read by others.	
	Develop pencil control through Drawing Club, give meaning to marks and begin forming taught Set 1 letters and writing some initial sounds. Begin to copy own name. Enhancements: mark making station, name writing daily, picture prompt cards	Label drawings using taught Set 1 sounds, write CVC words using Fred Fingers and form recognisable letters correctly. Write own name. Enhancements: picture cards for labelling CVC words, clipboards available, magnetic letters and RWI sound mats, sticky labels	Use Drawing Club to write simple labels and captions, applying Set 1 sounds, Green Words and introduced Red Words where appropriate. Enhancements: mini books to create own stories, caption strips, word mats, post it notes to label constructions	Write simple captions/ sentences linked to Drawing Club, applying Set 1 and 2 sounds and begin to use finger spaces with increasing independence. Enhancements: Speech bubbles and thought bubbles to add to small worlds, sentence starter cards, secret pens to write with	Write simple sentences to describe, explain or extend ideas from Drawing Club, applying taught phonics with growing accuracy. Begin to use full stops and continue to use finger spaces. Enhancements: Book making stations with staplers and paper, story mapping resources,	Independently write short, meaningful sentences that can be read by others, using taught phonics, some red words and simple punctuation, working towards the EYFS Writing ELG. Enhancements: Publishing station/ author's chair, writing own stories in helicopter story book
Mathematics	- Mathematics is taught through a mastery approach, developing children's confidence, curiosity and enjoyment of mathematical thinking. - We follow the NCETM Mastering Number programme to provide children with a secure understanding of number, counting, subitising, composition and the relationships between numbers. - White Rose Maths is used alongside this to ensure coverage of shape, space and measure. Children are provided with frequent opportunities to explore mathematical concepts through practical experiences using a wide range of manipulatives and representations, enabling them to develop deep conceptual understanding. Mathematical opportunities are embedded across continuous provision and everyday routines, allowing children to apply their learning in meaningful contexts. - Carefully selected texts further enhance mathematical understanding by introducing concepts such as counting, pattern, shape, measure and comparison.					
	ELG Focus: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.		ELG Focus: 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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.		ELG Focus: Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	

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	Mastering Number: Count, subitise and compare numbers to 5. Explore the composition of numbers to 5. Develop mathematical language and recognise simple patterns. White Rose: Measure and pattern, circles and triangles, shapes with four sides Classroom enhancements: Number rhymes/ songs and puppets/ resources. Natural object counting trays, five frames and loose parts. Number books to 5. Measuring tapes, counters and blocks to measure. Balance scales. 2D shapes to explore. Peg boards and elastic bands to make shapes, Hammer and peg boards to create shapes. Magnetic numbers to 5. Texts: Rosie’s walk- prepositions and positional language		Mastering Number: Secure numbers to 10. Explore number bonds, doubles and missing parts. Compare quantities, investigate one more/one less and make White Rose: One more, one less. Mass and capacity. Length, Height and time. Exploring 3D shapes. Classroom enhancements: Numicon pieces to find number bonds. A range of resources for comparing including counting bears. Play subtraction bowling from 10. Tens frames for collecting and sorting. Sorting trays to make comparisons. Different size and shaped containers. String and other resources to measure length and height. Clocks. A variety of real life and block play 3D shapes such as the interconnecting cubes and magnet blocks. Number puzzles		Mastering Number: Consolidate fluency within 10. Automatically recall number bonds to 5 (and some to 10). Count beyond 20, recognise numerical patterns and apply mathematical understanding through practical problem-solving. White rose: To 20 and beyond. Manipulate, compose and decompose-shape. Visualise, build and map. GLD recap of doubles, odds and evens, number bonds to 10. Classroom enhancements: Number matching games. number lines. Puzzles and board games with addition and subtraction opportunities. 100 square grids to explore. Opportunities to explore 100 grid outside. Shape puzzles and pictures to recreate.	
Understanding the World	- Understanding the World is developed through first-hand experiences, meaningful interactions and a broad, engaging curriculum that encourages children to explore the world around them. - We make the most of our local community through visits to places such as the local park, post office and school library, helping children develop a sense of place and belonging. - Children regularly meet and learn from a range of people who help us, including school staff, parents and members of the wider community, such as our local PCSOs, developing an understanding of different roles and responsibilities within society. - Carefully chosen stories, non-fiction texts and discussions promote curiosity, diversity and respect for others, while providing opportunities to learn about different cultures, traditions and celebrations, particularly those represented within our own school community. - Through exploration, conversation and shared experiences, children develop their knowledge of people, places, communities and the natural world, alongside the vocabulary needed to make sense of the diverse world in which they live.					
	ELG focus: 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 from stories, non-fiction texts and – when appropriate – maps. <u>The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of animals and plants. <u>Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.		ELG focus: Past and Present Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>The Natural World</u> 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.		ELG focus: Past and Present 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. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.	
	Autumn walk and planting bulbs- What changes can we see happening? Explore changes through making bread and soup (Or a smoothie)	Learning about a range of festivals Past and present- Dolls and action figures	Winter Walk Earth & Space; Learn about the different planets in the solar system & The story of the first man on the moon. Astro girl text	Spring walk- observing the growth of our bulbs Growing runner beans Planting wildflowers for the bees and butterflies- The bee man	Summer walk- signs of spring/ summer. Can I name all four seasons and describe features of each? Growing our own caterpillars Releasing our butterflies	Materials; Consider the best materials to create a boat/ aeroplane Exploring the life cycle of plants- clearing our garden finding what we have grown, roots and decay

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	Linked to Handa's Surprise and Oliver's vegetables Change: How have I changed over time? Learn about each others families. Can I name the members of my immediate family and people in the community who help me, including school staff? My School: Creating messy maps of our school and local environment after going on a walk. Name some features of our school . Can I name the school that I attend and the village it is located in? Can I name some simple features within the school grounds? Can I compare where I live to where Handa lives?	My Village: Walk to the shop to buy stamps and to the post box to post letters to Father Christmas Create journey sticks to describe an event Santa is coming to Cheshire-Maps with key features Can I begin to identify man-made and natural features?	Ice experiments- Can I explore features of the natural world during the winter season? Cold places; North & South Pole Dear Polar Bear- know there are other countries and compare similarities and differences of bears and their habitats Can I compare and contrast features of other countries with our own?	Traditional Tales: Can I understand the past through settings, characters and events encountered in books read in class and storytelling? Text: That rabbit belongs to Emily Brown How have book characters and illustrations changed over time? Learn about people who help us during our people who help us week- PCSO's nurses, dentist etc. Materials; how can I protect an egg?	Minibeast hunts Homes; then and now: Can I understand and discuss how homes have changed over time? Holiday discussion: Understand that people from different countries speak different languages	The First Flight: Learning about the Wright brothers first flight and making our own aeroplanes Visit from Gordon McClean Sustainability week- How can we look after our planet? Recycling and planting seeds
Expressive Art & Design	- Expressive Arts and Design is embedded throughout our provision, encouraging children to explore, create and express themselves through a rich range of artistic, imaginative and creative experiences. - Children have continuous access to a wide variety of open-ended resources, including a puppet theatre, music performance area, outdoor music shed, musical instruments, dressing-up clothes, role-play props, books, art materials and construction resources, enabling them to develop their creativity through independent exploration and play. - Daily opportunities to sing, dance, perform, create, tell stories and engage in imaginative role play encourage children to communicate their ideas, experiment with different media and develop confidence in expressing themselves. - Carefully planned experiences introduce children to a range of artists, music, stories and cultural experiences, while skilled adult interactions model new techniques, extend vocabulary and encourage children to reflect on and talk about their own creations and those of others. - Ideas are taken from the 'Access Art' scheme of work and 'Kapow' for music to ensure progression throughout the children's time at school.					
	ELG Focus: <u>Being Imaginative and Expressive</u> 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. <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.	ELG Focus: <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.	ELG Focus: <u>Creating with Materials</u> Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.			
	Access art: How can we explore colour- printing with string with primary colours linked to the artist Piet Mondrian How can we explore colour- collaging with wax crayon rubbings (leaves) What can you see- still life compositions inspired by Cezanne. Linked to Handa's surprise. Taking photographs of fruit arrangements then painting them from observation	Access art: What can we see- finding circles in the environment (maths) Additional opportunities: Sing and perform- Christmas Explore instruments- classroom stage Experiment with different textures- wrapping Begin to join music assembly to engage with a range of musical genres	Access Art: How can we use our imaginations? Imaginary landscapes- tactile mark making and collage (creating our own planets) and galaxy painting (water colour) Additional opportunities: Making bird feeders- explore how to join materials Kapow Music: Music and Movement	Access art: How can we explore 3D materials? Fruit and veg heads Creating our own supertatoes Additional opportunities: Observational drawings of daffodils Creating shape castles (fairytales) inspired by Paul Klee Kapow Music: Musical Stories	Access art: How can we build worlds? insect hotels. Building collaboratively then making observational drawings Additional opportunities: Snail collage inspired by Henri Matisse Begin 'Music Mondays' where we listen to and discuss different genres of music Kapow Music: Big Band	Access art: What can you see- Shells- imaginative and observational drawings. Pastels/ wax then water colour How can we use our imaginations- Let's start with collage (collage under the sea and use pens and water colour) Additional opportunities: Making our own boats and testing them out Kapow Music: Transport

Reception Long Term Plan 2026-2027



	How can we use our bodies to make art? Mark making and sounds (intro to pen disco) Additional opportunities: Drawing self portraits and family Creating smoothies/ vegetable soup- Healthy eating Kapow Music: Exploring sound	Kapow Music: Celebration music				
R.E Focus eCWIP cheshire west agreed syllabus 2024	Be aware of own self (unique). Similarities and differences between self and others.	Christmas- The Nativity story Why do Christians perform a nativity? Why do people give and receive presents? Read: The very first Christmas How do Hindus celebrate Diwali?	Shrove Tuesday- Mr Wolf's Pancakes Pancake races with our buddies Special people- Why do Christians believe Jesus is special- Bible stories	New life Easter- Why is Easter a sad and a happy time? How do Muslims celebrate Eid (Eid- Al-Fitr	What is a church? Explore what Christians believe about God. Explore why Christians say Jesus is special through the miracle stories, e.g. The Loaves and the Fishes.	Special Stories 2- What do Christians believe about God? Read RE- Bible stories x5 including Noah's Ark How do Muslims celebrate Eid?