RECEPTION 2026-27 LONG TERM PLAN						
	AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
STRUCTURED STORY	The Three Little Pigs Golilocks and the Three Bears What makes me a ME! The Squirrels Who Squabbled Let's Celebrate Real Superheroes Pumpkin Soup	Here We Are The Fall Parade In Every House on Every Street I Am an Artist Each Peach Pear Plum It's a No Money Day The Nativity	I'm Almost Kind Martha Maps it Out Clean Up Clickin' Chicken The Gingerbread Man	Mrs Noah's Garden Mr Wolf's Pancakes Anansi's Golden Pot Luna Loves Art You Cant Take an Elephant on a Bus Tad	Lots in the Toy Museum Winnie the Pooh Helps the Bees The Story Orchestra of the Carnival Animals The Wonder Shu Lin's Grandpa A Place Called Home	Oi Frog The Dark Standing up to Racism Luna Loves Art The Invisible
WRITING	Gives meaning to marks. Draws and talks about pictures. Distinguishes drawing from writing. Hears and identifies some initial sounds.	Labels pictures using sounds and known letters. Records simple ideas. Uses initial sounds and some CVC spellings. Attempts phonetic writing. Beginning to leave spaces between words inconsistently	Writes captions and simple sentences. Re-reads own writing. Applies taught phonemes when spelling words. Begin to use phase 3 graphemes within their writing. Begin to write some Harder to Read and Spell words.	Writes captions and simple sentences. Re-reads own writing. Applies taught phonemes when spelling words. Begin to use phase 3 graphemes within their writing. Begin to write some Harder to Read and Spell words.	Writes simple phrases and sentences independently. Spells words by identifying sounds and representing them with letters.	Writes simple phrases and sentences independently that can be read by others. Uses spaces appropriately. Some evidence of capital letters and full stops.
PHONICS	Phase 2 /s /a/ t / p/ i /n /m/ d/ g/ o/ c/ k/ e/ u/ r/ s/ ss Assess and review week /h/ b/ f/ l/ I, the, no put, of, is to, go, into pull as, his	Phase 3 /v /w/ ks/ y /z /kw /ch/ /sh /th /ng /nk /ai /ee/ /igh /oa/ Assess and review week he, she, buses we, me, be push was, her my, you	Phase 3-4 week R:4 /oo/ <oo> (book) /ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or> /ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air> /ure/ <ure> /er/ <er> /oa/ <ow> Assess and review week R:5 Review week R:6 they, all, are ball, tall when, what	Phase 3-4 Review week R:7 Review week R:8 Review week R:9 Review week R:10 Assess and review week R:11 Review week R:12 said, so, have were, out, like some, come, there little, one, do children, love	Phase 4 Phase 4:1 CVCC –ed /ed/ Phase 4:2 CCVC –ed /t/ Phase 4:3 CCVCC –ed /d/ Phase 4:4 CCCVC Assess and review week R:13 Phase 4:5 CCCVCC –er –est	Phase 5- Introduction /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> –le /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw> /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe> /or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e> Assess and review week R:14 /igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c> oh, their people, Mr, Mrs your, ask, should would, could, asked house, mouse, water

						want, very
MATHS	**Subitising-** Subitising within 3 **Counting, ordinality and cardinality-** Focus on counting skills **Composition-** Explore how all numbers are made of 1s Focus on composition of 3 and 4 **Subitising-** Subitise objects and sounds **Comparison-** Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	**Counting, ordinality and cardinality-** Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 **Comparison-** Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number **Composition-** Explore the concept of 'whole' and 'part' **Composition-** Focus on the composition of 3, 4 and 5 **Counting, ordinality and cardinality-** Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	**Subitising-** Subitise within 5 focusing on die patterns Match numerals to quantities within 5 **Counting, ordinality and cardinality-** Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number **Composition-** Focus on 5 **Composition-** Focus on 6 and 7 as '5 and a bit' **Composition-** Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	**Counting, ordinality and cardinality-** Focus on the 'staircase' pattern and ordering numbers **Comparison-** Focus on ordering of numbers to 8 Use language of less than **Composition-** Focus on 7 **Composition-** Doubles – explore how some numbers can be made with 2 equal parts **Composition-** Sorting numbers according to attributes - odd and even numbers	**Counting, ordinality and cardinality-** Counting – larger sets and things that cannot be seen **Subitising-** Subitising – to 6, including in structured arrangements **Composition-** Composition – '5 and a bit' **Composition-** Composition - of 10 **Comparison-** Comparison – linked to ordinality Play track games	**Week 26-Subitise to 5 Introduce the rekenrek** **Assess and Review-** Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting
SCIENCE	**Changes & similarities** **Seasonal changes** -Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants. -Describe how trees and plants change in different seasons. -Know that some animals store food for the winter. -Know that some animals hibernate in the winter Changes & similarities		**Everyday materials** -Know about similarities and differences in materials. -Sort materials using criteria such as soft, hard, flexible, plastic, wood, metal. -Recycling -Floating and sinking (WS)		**Changes & similarities** Plants and Animals - Understand the key features of the life cycle of an animal -Links to frog spawn from jubilee pond - Growing and changing -Importance of Bees - Nature -Talk about the changes that each seasons brings in relation to their environment -Make observations and explain	**Changes & similarities** Animals including humans -Similarities and differences in animals including humans. -Observe different animals and their body parts and talk about why they have them, e.g. beak, wings, legs.

				observations (WS) -Explore the natural world around them (WS)	
GEOGRAPHY	**People and Communities**, including different religious and cultural communities -Name people who help others in the community and talk about their different roles	**Weather** Human and Physical -understand some important processes and changes in the natural world around them -Name and describe human and physical features of the places they have visited and places from stories	**The Place Where I Live** **Map work Contrasting environment** **Place knowledge** -Human and Physical Features Name and locate areas in the school community. -Discuss the area surrounding the school -Recognise the different areas and places in the Community Name the city / town / village / country in which they live and the street where their home and school are. Know what type of house they live in. Talk about and name the physical and human features	**Locational Knowledge** Fieldwork and map skills Tell me about this map. What does it show? What sort of things are in this place? -Can you find our country on the globe? Do you know any other countries? Draw information from a simple map. Begin to use atlases and globes to find where they live /where people / animals from the stories they have encountered live.	
HISTORY	**Chronology** Know the difference between long ago and now. Order modern and old objects or events using everyday language related to time. Know 'my life' is different from the lives of people in the past. Know the days of the week, months of the year and about New Year. Begin to experience measuring time with timers and calendars. Know that a clock / watch tells us what time it is / when to do things.		**Changes within Living Memory** Compare life for their family now compared to life for their family in the past, e.g. their lives full of technology compared to their grandparents' lives with little technology. Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents. Develop an understanding of how houses, clothes, transport and toys have changed over time. Know about life cycles, e.g. butterfly and frog, and recognise that humans (and animals) change over time, e.g. from foetus to baby, to toddler, to child, to teenager, to adult, to elderly. ▪ Relate the changing seasons to the passing of time.	**Significant people / events locally** Comment on images of familiar situations in the past. Give one cause of an event, e.g. linked to pirates / dinosaurs. Name people who help others in the community and talk about their different roles. Know about one significant inventor and one significant explorer through stories	
ART	**Line Drawing and Painting** Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas . Create different depth of line using the above. When drawing themselves, represent all of the different face / body parts. Choose particular colours to use for a purpose. Show different emotions in their paintings, like happiness, sadness, fear, etc. -Self-select different types of paint for a purpose,		**Colour/ pattern/ texture and shape** **Artist/ Wider Concepts** Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey. Know what an art gallery is. Name at least two different artists. Express clear opinions about different paintings Kandinsky, Mondrian, Yayoi, Kushma Primary and secondary colours	**Colour/ Pattern/ Texture and Shape** Recognise and name the primary and secondary colours Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). Building imagination Different jobs (people who help us link	

	e.g. ready mix, watercolour, powder paint. -Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. -Accurately use a paint brush (appropriate grip).					
DT	**Food Technology** Eat a healthy range of foodstuffs and understands need for variety in food. -Food textures and changes when cooking -Accurately using a range of small tools		**Instructions and Cooking** -Following instructions -Food textures and changes when cooking -Accurately using a range of small tools		**Designing and Creating** To design and make: Children can talk about what they want to make, choose suitable materials and use a range of tools and techniques to create their ideas. To evaluate and improve: Children can talk about what they have made, explain how it works and suggest simple ways they could improve or change their design.	
PE	First PE	Multi skills	Jungle dance	Gymnastics	Athletics Sports Day	PNE in the Community Support
MUSIC	**Me!**	**My stories**	**Everyone**	**Our world**	**Big bear funk**	**Reflect, rewind & replay**
RE	**Special Times**		**Special Stories**		**Special Places**	
PHSCE MY HAPPY MIND	**Meet Your Brain** Understanding my emotions Understanding other's emotions	**Celebrate** Celebrating who I am Building self-esteem in others	**Appreciate** Appreciating me Appreciating others	**Relate** Building my relationships Relating to others	**Engage** Pursuing my dreams Facilitating other's dreams	myHappybody myHappyrelationships myHappyworld

Whitefield