

# BRIERLEY PRIMARY SCHOOL

*Reception  
Long Term Plan  
2025 – 2026*



## **Reception Class at Brierley**

At Brierley Primary School, our Reception curriculum is rooted in our values of Nurture, Aspire, Believe and Achieve. We provide a safe, inclusive and nurturing environment where children feel secure, valued and confident to explore and learn. We see ourselves as a community and work closely with parents and carers, recognising them as partners in their child's learning. Through regular communication, guidance and opportunities to engage in learning, we ensure children feel supported and confident both at home and in school.

Our curriculum follows the EYFS 2021 statutory framework and Development Matters guidance. While the Early Learning Goals guide expectations, we aspire for children to do more, experience more and develop the knowledge, skills and attitudes needed for future success. Learning is carefully planned around children's interests alongside meaningful topics that introduce new ideas and widen experiences. This supports children to make sense of the world around them and builds cultural capital through meaningful real-life experiences.

The foundations for future learning are deliberately woven throughout the curriculum. Knowledge, skills and learning behaviours are introduced, practised and revisited across all areas of learning so that children develop secure foundations over time. In line with Strong Foundations in the First Years of School, the prime areas of communication and language, physical development, and personal, social and emotional development underpin all learning and support children to access the wider curriculum.

Developing language and early literacy is central to our Reception curriculum. Through high-quality interactions, story-rich environments and regular opportunities for talk, children build a strong vocabulary and develop the language they need to express their ideas and thinking. Daily phonics teaching supports children to develop secure early reading and writing skills. In line with the DfE Writing Framework, children are provided with meaningful opportunities to mark make, develop fine motor control and begin to write for a range of purposes. Adults model writing, provide purposeful contexts and support children to apply their developing phonics knowledge within their early writing.

Physical development is a key strength of provision at Brierley. Children take part in regular physical development activities which support the development of strength, balance, coordination and both fine and gross motor skills. Research highlights that physical activity in early childhood supports physical health, cognitive development, attention, emotional wellbeing and confidence. Opportunities for movement, outdoor play and fine motor practise help children build the control and stamina needed for writing and sustained learning.

The curriculum is carefully planned and sequenced across all seven areas of learning. Teaching is delivered through a balance of direct teaching, small group work and continuous provision, enabling children to practise and apply new knowledge independently. Staff make regular observations and use ongoing assessment to identify next steps, adapting teaching, interactions and the learning environment to meet the needs of all learners.

A key aim of our Reception curriculum is to ensure children are well prepared for the transition into Year 1. As the year progresses, children are gradually introduced to routines and learning structures that support the move into Key Stage 1.

We aim for all children in Reception to be happy, confident and motivated learners who make good progress from their starting points. We want children to develop strong communication skills, independence and positive learning behaviours, alongside kindness, respect and confidence in their own abilities. By the end of Reception, children will be well prepared socially, emotionally and academically for the next stage of their education in Year 1.

## Reading Spine Across the Year

Narrative	Classics	Picture books	Poems and rhymes
 <p style="text-align: center;">                     Room on the Broom by Julia Donaldson                      Sharing a Shell by Julia Donaldson                      Shark in the Park by Nick Sharratt                      We're Going on a Bear Hunt by Michael Rosen                      Dear Zoo by Rod Campbell                 </p>	 <p style="text-align: center;">                     The Gingerbread Man                      Jack and the Beanstalk                      The Three Little Pigs                      All by Mara Alperin                 </p>	 <p style="text-align: center;">                     The Rainbow Fish by Marcus Pfister                      I'm Going to Eat This Ant by Chris Naylor-Ballestoros                      Dear Dinosaur by Jan Byrne                      The Naughty Bus by Jan Oke                 </p>	 <p style="text-align: center;">                     Dinosaur Roar by Paul Strickland                      Mad About Dinosaurs by Giles Andreae                      Heads, Shoulders, Knees and Toes                      Humpty Dumpty                      Jack and Jill                      Ba Baa Black Sheep                      The Wheels on the Bus                      Twinkle Twinkle Little Star                 </p>

	Block 1	Block 2	Block 3
<p><b>English</b> Planning around quality texts and experiences</p>	<p style="text-align: center;"><b>Block 1</b></p> <p>During the first six weeks, a class author focus on Julia Donaldson supports early reading through planned drop-and-read sessions and structured book talk, until core phonics sounds are secured.</p> <p>Writing: Transcription focuses on accurate letter formation and the application of phonics knowledge to write simple CVC words.</p> <p style="text-align: center;">                     Writing lists for spells                      Labelling and writing potions linked to Room on the Broom by Julia Donaldson.                      Simple retell and label writing linked to Peace at Last by Jill Murphy.                 </p>	<p style="text-align: center;"><b>Block 2</b></p> <p>Character description/labels linked to the book Stick Man by Julia Donaldson.</p> <p>Letter/postcard Setting description linked to The Snail and the Whale by Julia Donaldson.</p> <p>Information writing about whales.</p> <p>Instruction writing linked to a real-life experience.</p>	<p style="text-align: center;"><b>Block 3</b></p> <p>Character description Simple retell linked to The Three Little Pigs by Mara Alperin.</p> <p>Simple retell linked to Gigantosaurus by Jonny Duddle.</p> <p>Information writing about dinosaurs.</p> <p>All About Me - writing linked to transition into Year One.</p>

<b>Additional Reading</b>	Books/extracts by the class author Poems/rhymes: Heads, Shoulders, Knees and Toes; Humpty Dumpty; Jack and Jill.	Examples of simple letters Non-fiction texts about whales Poems/rhymes: Ba Baa Black Sheep; The Wheels on the Bus; Twinkle Twinkle Little Star.	Non-fiction texts about dinosaurs Poems/rhymes: Dinosaur Roar by Paul Strickland Mad About Dinosaurs by Giles Andreae
<b>Maths</b>	<ul style="list-style-type: none"> <li>Counting objects, actions and sounds.</li> <li>Comparing capacity using the language of full, empty, nearly empty, nearly full and half full/empty.</li> <li>Selecting, rotating and manipulating shapes to develop spatial reasoning skills, recreating 2D pictures and patterns using 3D resources.</li> <li>Linking the number symbol (numeral) with its cardinal number value for numbers within 10.</li> <li>Representing numbers in different ways.</li> <li>Composing and decomposing shapes, recognising that shapes can have other shapes within them, just as numbers can.</li> <li>Learning to subitise, recognising how many are in a group without counting in ones.</li> <li>Daily number formation practice.</li> </ul>	<ul style="list-style-type: none"> <li>Learning to automatically recall number bonds for numbers 0-5, e.g. <math>1 + 1 = 2</math> and <math>2 + 1 = 3</math>.</li> <li>Comparing numbers using the language of less than, greater than and the same as/equal to, to compare quantities and numbers within 10.</li> <li>Comparing the length of objects using the language of longer than, shorter than, longest and shortest.</li> <li>Comparing weight/mass using the language of heavier than, lighter than, heaviest and lightest.</li> <li>Exploring the composition of numbers to 10 - number facts within 5 and then within 10.</li> <li>Understanding the 'one more (+1)/one less (-1)' relationship between consecutive numbers.</li> <li>Continuing, copying and creating repeating patterns.</li> <li>Daily number formation practice.</li> </ul>	<ul style="list-style-type: none"> <li>Linking the number symbol with its cardinal number value for numbers above 10.</li> <li>Learning to count beyond 10.</li> <li>Comparing numbers using the language of less than, greater than and the same as/equal to, to compare quantities and numbers above 10.</li> <li>Learning to double numbers, recalling doubling facts, e.g. <math>2 + 2 = 4</math> and <math>3 + 3 = 6</math>.</li> <li>Investigating odd and even numbers.</li> <li>Grouping and sharing numbers, learning to share equally and group numbers into equal groups.</li> <li>Learning to automatically recall number bonds for numbers 0-5.</li> <li>Exploring the composition of numbers to 10.</li> <li>Compose and decompose shapes and recognise a shape can have other shapes within it.</li> <li>Daily number formation practice.</li> </ul>
<b>Understanding the world (Science)</b>	Explore and Describe the Natural World. Observing Seasonal Changes.	Materials - Changing Properties Forces	Animals Including Humans Plants and Growth.
<b>Understanding the world (Computing)</b>	Identifying and naming parts of a computer.	Interacting with touchscreen technology and the paint program. Logging on.	Mouse skills. Use positional language to program a Beebot with more than one input.
<b>Understanding the world (History)</b>	My family - changes in living memory of people and places in the locality. Do my family and I have a history?	Toys (old and new) - changes in living memory for people and places in the locality. What makes a memory special?	Stories - changes in living memory for people and places in the locality. 'Is an old story better than a new one?'
<b>Understanding the world (Geography)</b>	Here - Familiar environments/local environments and observational skills The weather - related to seasonal changes autumn to winter	Somewhere special - Special places around the world The weather - related to seasonal changes winter to spring	Where I live The weather - related to seasonal changes spring to summer
<b>Understanding the world (RE)</b>	Thread: World personal belief and belonging	Thread: Celebration Key question - How do celebrations bring Christians together in different ways?	Thread: World personal belief and belonging Key question - Why should we look after the world?

	Key question - Who and what is special to me? Why is the word 'God' special for Christians? Celebrations of different faiths - Diwali, Hanukkah		Celebrations of different faiths - Chinese New Year, Ramadan		Celebrations of different faiths - Eid	
<b>Art and Expressive Design (Design &amp; Technology)</b>	Making a junk model linked to our class story.  Joining techniques.		Create a character from a story - stick puppets/finger puppets  Cutting skills.		Healthy Eating: Making a fruit yoghurt pot.  Cutting, chopping, peeling and mixing.	
<b>Art and Expressive Design (Art)</b>	Sketching Self Portraits Mark making using gross and fine motor skills		Painting Exploring tone Artist – Jackson Pollock		Sculptures Sculptures with natural materials Artist – Andy Goldsworthy	
<b>Art and Expressive Design (Music)</b>	Listening Sharing thoughts on music.		Performance Singing – matching pitch and tone.		Composition Composing musical patterns.	
<b>Personal, Social and Emotional Development</b>	Managing feelings and behaviour		Building relationships People and communities		Health and Well-being	
<b>Physical Development (PE)</b>	Fundamentals Different floor movements  Ball skills. Kicking	Fundamentals Static and dynamic balance  Developing team game skills through following more complex instructions.	Fundamentals Throwing and catching.  Complex floor movements.  Teamwork Team building small group activities.	Fundamentals Large ball skills.  Teamwork Team building group activities.	Fundamentals Small ball skills.  Introduction to competitive sports games.  Coordination with equipment, reactions and responses.	Fundamentals Small ball skills.  Early racket skills,  Coordination with equipment, reactions and responses.
<b>Physical Development Fine motor skills worked on throughout the year</b>	<p><b>Throughout their time in Reception, the children will develop the following skills:</b></p> <ul style="list-style-type: none"> <li>To use a correct pencil grip (tripod grip).</li> <li>To hold scissors correctly and use them to make snips and cuts.</li> <li>To independently put on and zip up their own coat.</li> <li>To independently put on a hat, scarf and gloves.</li> <li>To use a pencil-like grip when holding a paintbrush to make marks.</li> <li>To develop spatial awareness through movement around obstacles.</li> <li>To use a knife and fork appropriately to cut food into smaller pieces.</li> <li>To show care and accuracy when drawing.</li> </ul>					