

Reception Long Term Plan 2025-2026

Term	Autumn				Spring				Summer			
Topic Title	Ourselves and Where We Live Colour Monster	Autumn and Harvest	Celebrations – Bonfire Night, Remembrance Day, Hanukkah, Diwali	Christmas	Winter and the North and South Pole	Traditional Tales	Space	Spring and Growing and Easter	Colour	Castles and Knights	Summer	Farms and Where Our Food Comes From
Focus Texts/Quality Texts	Colour Monster Only One You Monkey Puzzle Your Body, Your Senses Pete the Cat My New Shoes	Leaf Man What can you see in Autumn? After the Storms	Where the Poppies Once Grew Dipal's Diwali Hetty's Hanukkah	The nativity story The Jolly Christmas Postman Dear Santa	Lost and Found Winnie in Winter Stickman What Can You See in Winter	Goldilocks and the Three Bears The Gingerbread Man	How to Catch a Star Aliens Love Underpants Whatever Next	The Tiny Seed Seed to Sunflower Jack and the Beanstalk We are Going on an Easter Hunt	What Makes a Rainbow? Dot Elmer	The Dragon Who was Afraid to Fly Castles The Queen's Knickers What Were Castles For?	And the Summer Comes The Singing Mermaid	Wake Up Time on Bubble Farm Pete the Cat Old MacDonald Had a Farm Little Red Hen Food From Farms
<b>Prime Areas</b>												
Communication and Language	<p>Listening, Attention and Understanding</p> <p>Listening and following</p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>Listen to adults and peers in small-group and whole-class situations</li> <li>Maintain attention for short periods</li> <li>Respond to their name and familiar words</li> <li>Understand simple classroom routines and expectations</li> <li>Follow simple one-step and two-step instructions</li> <li>Show understanding through actions, gestures or responses</li> </ul> <p>What this looks like:</p> <ul style="list-style-type: none"> <li>Children stop and listen during carpet sessions</li> <li>Follow instructions such as "Put your coat on and line up"</li> <li>Join in with familiar stories, songs and rhymes</li> <li>Begin to understand key classroom language (e.g. tidy up, sit, wait)</li> </ul> <p>Autumn focus:</p> <p>Building listening habits, attention, and understanding everyday language</p> <p>Speaking</p> <p>Talking to communicate</p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>Use words and simple sentences to communicate needs and ideas</li> <li>Talk about familiar experiences</li> <li>Join in with songs, rhymes and repeated phrases</li> <li>Begin to use new vocabulary introduced by adults</li> <li>Attempt to talk in small-group situations</li> </ul> <p>What this looks like:</p> <ul style="list-style-type: none"> <li>Children asking for help using words</li> <li>Naming objects and people</li> <li>Joining in with repeated story language</li> <li>Using simple sentences such as "I am building"</li> </ul> <p>Autumn focus:</p> <p>Confidence to talk, sentence use, early vocabulary</p>				<p>Listening, Attention and Understanding</p> <p>Understanding and responding</p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>Listen attentively in a range of situations</li> <li>Maintain attention for longer periods</li> <li>Understand and follow more complex instructions</li> <li>Respond appropriately to what has been said</li> <li>Show understanding by answering questions or explaining choices</li> <li>Understand key vocabulary linked to learning</li> </ul> <p>What this looks like:</p> <ul style="list-style-type: none"> <li>Children listening during longer stories</li> <li>Following instructions with two or three elements</li> <li>Responding to questions such as "Why do you think...?"</li> <li>Showing understanding through talk, play and action</li> </ul> <p>Spring focus:</p> <p>Improved attention, understanding language for learning</p> <p>Speaking</p> <p>Conversation and explanation</p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>Use increasingly complex sentences</li> <li>Engage in back-and-forth conversations</li> <li>Ask and answer questions</li> <li>Use talk to explain ideas, experiences and learning</li> <li>Begin to use subject-specific vocabulary</li> <li>Retell stories and events in sequence</li> </ul> <p>What this looks like:</p> <ul style="list-style-type: none"> <li>Children explaining what they are doing and why</li> <li>Asking questions during learning</li> <li>Retelling familiar stories in play</li> <li>Using vocabulary linked to stories, phonics and maths</li> </ul> <p>Spring focus:</p> <p>Conversation skills, vocabulary development, explanation</p>				<p>Listening, Attention and Understanding</p> <p>Sustained attention and deeper understanding</p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>Sustain attention independently in group situations</li> <li>Listen carefully to peers as well as adults</li> <li>Understand explanations and instructions linked to learning</li> <li>Show understanding by recalling, explaining and predicting</li> <li>Demonstrate understanding through discussion and play</li> </ul> <p>What this looks like:</p> <ul style="list-style-type: none"> <li>Children listening to others and taking turns</li> <li>Responding thoughtfully to discussion</li> <li>Following explanations and routines confidently</li> <li>Showing understanding of stories, learning tasks and conversations</li> </ul> <p>Summer focus:</p> <p>Independence, understanding and readiness for Year 1</p> <p>Speaking</p> <p>Confident speaking and reasoning</p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>Speak clearly and confidently in groups</li> <li>Use full sentences to organise thinking</li> <li>Explain reasoning and ideas</li> <li>Use a wider range of vocabulary accurately</li> <li>Adapt talk for different purposes (storytelling, explaining, persuading)</li> <li>Listen and respond to others' ideas</li> </ul> <p>What this looks like:</p> <ul style="list-style-type: none"> <li>Children explaining how they solved a problem</li> <li>Confident contributions during group discussions</li> <li>Using language to negotiate, reason and collaborate</li> <li>Talking clearly about learning and experiences</li> </ul> <p>Summer focus:</p> <p>Confidence, reasoning, KS1 readiness</p> <p>End of Reception – Communication and Language Outcome</p> <p>By the end of Reception, children are able to:</p> <ul style="list-style-type: none"> <li>Listen attentively and sustain concentration</li> <li>Understand instructions and explanations</li> <li>Speak clearly using full sentences</li> <li>Explain thinking and learning</li> <li>Participate confidently in conversations</li> </ul> <p>This ensures children are well prepared for the language demands of Year 1 and beyond.</p>			

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<p><b>Physical Development</b></p>	<p>Gross Motor Skills Movement, Balance and Spatial Awareness Children learn to: Move confidently and safely in a range of spaces Demonstrate awareness of personal space Walk, run, jump, climb and balance with increasing control Stop and start movements in response to instructions Begin to coordinate large body movements</p> <p>What this looks like in practice: Negotiating outdoor equipment safely Joining in with movement games Following PE routines and simple instructions Moving in different ways (slow/fast, high/low) Developing core strength through outdoor play Move to Write Intervention</p> <p>Autumn focus: Confidence, safety, balance and whole-body control</p> <p>Fine Motor Skills Grip, Control and Mark Making Children learn to: Develop hand strength and finger control Use both hands together purposefully Hold tools with increasing confidence Make marks using a range of tools Begin to show preference for a dominant hand</p> <p>What this looks like in practice: Manipulating malleable materials (playdough, clay) Threading, squeezing, posting and fastening activities Using tools such as crayons, brushes and large pencils Exploring mark making freely</p> <p>Autumn focus: Hand strength, coordination and early control</p>	<p>Gross Motor Skills Control, Coordination and Strength Children learn to: Coordinate movements with increasing precision Show improved balance when running, jumping and climbing Control movements during games and PE sessions Develop stamina and strength Begin to combine movements safely and effectively</p> <p>What this looks like in practice: Playing team and parachute games Navigating obstacle courses with purpose Showing improved posture and core control Responding to rules and instructions during physical activity</p> <p>Spring focus: Coordination, strength and purposeful movement</p> <p>Fine Motor Skills Refinement and Letter Formation Children learn to: Develop greater control over fine motor movements Use tools with increasing precision Form recognisable letters and shapes Coordinate hand-eye movements effectively Maintain a comfortable and efficient pencil grip</p> <p>What this looks like in practice: Cutting along lines and shapes Drawing controlled shapes and patterns Beginning correct letter formation Practicing writing with confidence Increased stamina in fine motor activities</p> <p>Spring focus: Control, precision and writing readiness</p>	<p>Gross Motor Skills Fluency, Endurance and KS1 Readiness Children learn to: Move with confidence, control and enjoyment Demonstrate stamina during physical activity Refine coordination and agility Use gross motor skills effectively in games Independently manage physical challenges</p> <p>What this looks like in practice: Confident participation in PE and outdoor learning Sustaining activity for longer periods Applying skills in competitive and cooperative games Taking responsibility for safety and equipment</p> <p>Summer focus: Fluency, endurance and readiness for KS1 PE expectations</p> <p>Fine Motor Skills Accuracy, Fluency and Writing Stamina Children learn to: Form letters correctly and consistently Show control and fluency when writing Use fine motor skills to complete tasks accurately Maintain stamina for sustained writing Apply fine motor control across the curriculum</p> <p>What this looks like in practice: Writing words and sentences clearly Using tools confidently across learning areas Accurate cutting, drawing and construction Independent use of fine motor skills during learning</p> <p>Summer focus: Fluency, accuracy and independence</p> <p>End of Reception – Physical Development Outcome By the end of Reception, children are able to: Move confidently and safely with control and coordination Demonstrate balance, strength and stamina Use fine motor skills accurately for writing and learning Show readiness for the physical demands of Key Stage 1</p>
	<p>Dough Disco PE Dancing and singing action songs Outdoor play – climbing, pedaling bikes, moving large equipment, moving in different ways – over, under, through/Forest School Fine motor activities – e.g. threading, scissor skills, tool use, tweezers, playdough Move 2 Write</p>	<p>Dough Disco PE Dancing and singing action songs Outdoor play– climbing, pedaling bikes, moving large equipment, moving in different ways – over, under, through /Forest School Fine motor activities e.g. threading, scissor skills, tool use, tweezers, playdough Correcting pencil grip</p>	<p>Dough Disco PE Dancing and singing action songs Outdoor play– climbing, pedaling bikes, moving large equipment, moving in different ways – over, under, through /Forest School Fine motor activities e.g. threading, scissor skills, tool use, tweezers, playdough Correcting pencil grip</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Self-Regulation Recognising feelings and learning routines Children learn to: Identify and name basic emotions (happy, sad, angry, worried) Begin to recognise how they feel and why Accept comfort and support from adults Begin to manage emotions with adult help Respond to clear, consistent routines and boundaries</p> <p>What this looks like: Children using emotion words or visual supports Seeking adult support when upset Beginning to wait briefly for turn or attention Adults modelling calm responses and language</p> <p>Autumn focus: Emotional awareness, reassurance, predictable routines</p> <p>Managing Self Settling and basic independence Children learn to: Separate confidently from carers Follow daily routines with adult support Begin to manage personal care with help Make simple choices Understand basic expectations</p> <p>What this looks like: Hanging up coats with support Choosing resources appropriately</p>	<p>Self Regulation Managing feelings and behaviour Children learn to: Talk about how they feel and what helps them Begin to use simple strategies to manage emotions Follow rules and expectations with increasing independence Control impulses with adult reminders Stay focused on an activity for longer periods</p> <p>What this looks like: Children using strategies taught (breathing, quiet space) Beginning to cope with minor frustrations Responding positively to praise and reminders Showing growing emotional regulation during learning</p> <p>Spring focus: Emotional control, managing frustration, building concentration</p> <p>Managing Self Increasing independence and confidence Children learn to: Manage self-care tasks with increasing confidence Take responsibility for belongings Make choices and explain them Show confidence in trying new activities Understand the importance of healthy routines</p> <p>What this looks like: Using toilet and washing hands independently Changing for PE with minimal support</p>	<p>Self Regulation Independence and readiness to learn Children learn to: Regulate emotions more independently Manage feelings in learning situations Adapt behaviour to different situations Persist with challenge and difficulty Maintain focus and self-control during group activities</p> <p>What this looks like: Children calming themselves Staying on task without constant adult support Using taught strategies independently Demonstrating resilience when learning is tricky</p> <p>Summer focus: Independence, resilience, KS1 readiness</p> <p>Managing Self Responsibility and self-belief Children learn to: Manage self-care independently Show confidence in their abilities Take pride in achievements Approach new challenges positively Prepare for the routines of Year 1</p> <p>What this looks like: Children organising themselves for learning Completing tasks independently</p>

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	<p>Beginning to ask for help when needed Learning classroom rules</p> <p>Autumn focus: Security, routines, early independence</p> <p>Building Relationships Making connections Children learn to: Play alongside others Begin to share and take turns with support Form relationships with familiar adults Respond positively to others Begin to understand friendship</p> <p>What this looks like: Parallel play Adult-supported sharing Seeking help from trusted adults Simple cooperative games</p> <p>Autumn focus: Security, trust, early social skills</p>	<p>Attempting tasks before asking for help Talk about keeping healthy and safe</p> <p>Spring focus: Independence, confidence, decision-making</p> <p>Building Relationships Cooperation and friendship Children learn to: Play cooperatively with peers Take turns independently Respond to others' feelings Begin to negotiate and solve small disagreements Develop friendships</p> <p>What this looks like: Small-group play Negotiation with adult support Talking through problems Supporting peers</p> <p>Spring focus: Cooperation, empathy, friendship skills</p>	<p>Showing pride and confidence Talking positively about themselves as learners</p> <p>Summer focus: Responsibility, confidence, transition readiness</p> <p>Building Relationships Collaboration and social confidence Children learn to: Work collaboratively in groups Resolve conflicts with decreasing adult support Show empathy and kindness Communicate needs clearly Develop positive relationships with peers and adults</p> <p>What this looks like: Sustained cooperative play Children solving minor disagreements Inclusive play Confident social interaction</p> <p>Summer focus: Collaboration, empathy, social independence</p> <p>End of Reception – PSED Outcome By the end of Reception, children are able to:</p> <p>Manage emotions and behaviour appropriately Show independence and confidence Form positive relationships Demonstrate readiness for the social and emotional demands of Year 1</p>			
	<p>Super Me – Twinkl Planning My Treasure Chest Our Class Puzzle What is your Superpower? Wellbeing Warriors</p>	<p>How I Feel – Twinkl Planning Loose Parts Feelings Faces Regulating Reggie My Magic Box My Opinions</p>	<p>Twinkl Planning Look What I Can Do – Our Class Tidy Up Checklist Respecting Rules Which Way Should I Go? Me and My Clothes</p>	<p>Positive Relationships – I Love Them Because Let's Be Friends Friendship Recipe My Solution Wheel</p>	<p>Working Together – How Might They Be Feeling? Show and Share My Turn-Taking Wand Island Rescue Online Safety to be taught in PSED lessons See Purple Mash</p>	<p>My Body – Healthy Habits Germ Hunt A Balance Diet A Healthy Smile Dental Hygiene Online Safety to be taught in PSED lessons See Purple Mash</p>
<b>Specific Areas</b>						
<b>Literacy</b>	<p>Comprehension Enjoy listening to stories, rhymes and poems Respond to stories through talk, actions and play Understand simple questions about what has happened Join in with repeated phrases and refrains Begin to retell key parts of familiar stories</p> <p>Word Reading Hear and identify environmental and instrumental sounds Join in with rhymes and alliteration Recognise words with special meaning (own name, logos) Learn initial phonemes through systematic phonics teaching Blend sounds orally with adult support</p> <p>Writing Make marks meaningfully in play Give meaning to their marks and drawings Develop hand and finger strength through fine motor activities Begin to form recognisable shapes and letters Attempt to write their own name</p> <p>Autumn focus: Listening, phonological awareness, early phonics, purposeful mark making</p>	<p>Comprehension Answer questions about characters and events Retell stories in the correct sequence Use story language during play and talk Make simple predictions Talk about information from non-fiction texts</p> <p>Word Reading Blend phonemes to read simple words Read simple captions and sentences Recognise tricky/common exception words taught Apply phonics knowledge in reading throughout the day</p> <p>Writing Write words using phonically plausible spelling Write labels and captions Orally rehearse sentences before writing Use some finger spaces between words Write with increasing control and intention</p> <p>Spring Focus: Blending for reading, sentence talk, phonics-driven writing</p>	<p>Comprehension Explain what has been read and understood Retell stories using their own words Make simple inferences with adult support Compare characters, settings or information Discuss ideas, thoughts and feelings about texts</p> <p>Word Reading Read sentences with increasing fluency Use phonics knowledge confidently to decode Self-correct when reading Show understanding of what they have read</p> <p>Writing Write simple sentences independently Use capital letters and full stops Spell some common exception words Write for a purpose (stories, instructions, recounts) Read back their own writing</p> <p>Summer focus: Independence, sentence writing, comprehension and readiness for Year 1</p>			
	<p>RWI Phonics Listening, Sound Awareness and Early Phonics Children are learning to: Listen carefully and distinguish between sounds Join in with rhymes, songs and alliteration Learn to blend sounds orally Recognise and say initial phonemes Begin to associate sounds with letters Understand that print carries meaning</p> <p>Read Write Inc. focus: Daily RWI phonics sessions Establishing routines and expectations for phonics Learning initial Set 1 sounds Oral blending and segmenting</p>	<p>RWI Phonics Blending, Early Reading and Writing Words Children are learning to: Blend phonemes to read simple words Segment words into sounds to support spelling Read simple ditties and captions linked to RWI Recognise some common exception words taught Begin to write words using phonically plausible spelling Apply phonics knowledge in play and writing</p> <p>Read Write Inc. focus: Secure knowledge of Set 1 sounds Introduction to Set 2 sounds (as appropriate) Reading and re-reading RWI green words Writing words using Fred Fingers</p>	<p>RWI Phonics Fluency, Sentence Reading and Writing Children are learning to: Read simple sentences independently Read with increasing fluency and confidence Segment words independently when spelling Write simple sentences using phonics knowledge Use finger spaces between words Begin to use capital letters and full stops Read back their own writing</p> <p>Read Write Inc. focus: Consolidation of Set 1 and Set 2 sounds Continued reading of RWI books with fluency Sentence-level reading and writing</p>			

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	<p>Fred Talk introduced Sound recognition through games and repetition</p> <p>What this looks like in practice: Children copying sounds, saying sounds clearly Use of Fred the Frog for blending Early reading of simple words with adult support Mark making alongside phonics learning</p> <p>Autumn outcome: Children enjoy phonics, listen attentively, and recognise and begin to blend taught sounds.</p>				<p>Introduction of simple sentences through RWI materials</p> <p>What this looks like in practice: Children confidently Fred Talking words Reading RWI books matched precisely to sounds taught Writing simple words and captions Sound buttons used to support reading Oral rehearsal before writing</p> <p>Spring outcome: Children can blend to read words and write simple words using phonics.</p>				<p>Increased pace and confidence in decoding Preparing children for Year 1 phonics expectations</p> <p>What this looks like in practice: Children reading aloud with confidence Writing simple sentences linked to RWI stories Independent use of Fred Fingers Applying phonics knowledge across the curriculum Talking about what they have read</p> <p>Summer outcome: Children read simple sentences and write simple sentences using phonics confidently, ready for Year 1.</p> <p>End of Reception – Read Write Inc. Impact By the end of Reception, children: Know the majority of taught phonemes Can blend sounds to read simple words and sentences Can segment sounds to spell words Write simple sentences with meaning Show confidence and enjoyment in reading</p> <p>This ensures children are securely prepared for KS1 phonics and reading in line with Strong Foundations.</p>			
<p>Writing: My family ... I like to ...</p>	<p>Writing: Autumn memories” postcards (“I remember...”), Harvest festival invitation writing, labels for old/new tools. Thank you letters for harvest donations</p>	<p>Writing: Celebration invitations</p>	<p>Writing: When my mum/dad was little... At Christmas we... Christmas cards, lists, labels, thank you notes</p>	<p>Writing: If I lived at the North/South Pole I would...</p>	<p>Writing: Once upon a time... Writing. speech bubbles for characters. Goldilocks should... or The Gingerbread Man felt...</p>	<p>Writing: Long ago astronauts... and now astronauts... If I went to space I would...</p>	<p>Writing: In winter... but in spring...</p>	<p>Writing: In winter the world is... In summer it is... This colour is special to me because...</p>	<p>Writing: A knight should be ... Long ago people lived in ...</p>	<p>Writing: In summer the world is... In summer I like to...</p>	<p>Writing: Long ago farmers... Now farmers... Labels for food and animals.</p>	
<p><b>Mathematics</b></p>	<p>Strands covered this term Number and place value Problem solving, reasoning and algebra Geometry: position and direction, properties of shapes Measurement Mental addition and subtraction, multiplication and division</p>				<p>Strands covered this term Number and place value Problem solving, reasoning and algebra Geometry: position and direction, properties of shapes Measurement Mental addition and subtraction, multiplication and division</p>				<p>Strands covered this term Number and place value Problem solving, reasoning and algebra Geometry: position and direction, properties of shapes Measurement Mental addition and subtraction, multiplication and division</p>			
	<p>Autumn Focus: Me, my family, familiar environments, seasonal change</p> <p>Past and Present Children will: Talk about their own lives, routines and immediate experiences (e.g. home, school, celebrations). Begin to use language related to time: before, now, then, when I was a baby. Recognise that photos and objects show things that happened in the past. Share simple comparisons between now and when they were younger.</p> <p>What this might look like in practice Talking about baby photos Exploring old toys or school artefacts Adults modelling simple time vocabulary through stories and discussion</p> <p>People, Culture and Communities Children will: Talk about people who are familiar to them and their roles (family members, school staff). Begin to recognise similarities and differences between families and communities. Learn about celebrations and festivals experienced by children in the class. Show curiosity about different ways of life through stories and discussion.</p> <p>What this might look like Sharing family celebrations Talking about where they live Exploring stories that reflect diverse families</p> <p>The Natural World Children will: Explore the immediate natural environment inside and outdoors. Observe weather changes and seasonal features of Autumn. Use all senses to explore natural materials. Begin to talk about what they see, hear and feel in the natural world.</p> <p>In practice Collecting leaves Naming weather Exploring natural objects through play</p>				<p>Spring Focus: Change over time, contrasting environments, growth</p> <p>Past and Present Children will: Compare aspects of everyday life now with the past (e.g. homes, transport, toys). Listen to and talk about stories set in the past. Sequence simple events and routines. Begin to recognise that some things change over time.</p> <p>In practice Looking at old playground photos Talking about how people travelled “a long time ago” Comparing old/new objects</p> <p>People, Culture and Communities Children will: Learn about people and communities beyond their immediate experience. Talk about different homes, traditions and celebrations around the world. Begin to use respectful language when talking about similarities and differences.</p> <p>In practice Exploring maps and globes Learning about festivals such as Chinese New Year or Eid Reading culturally diverse texts</p> <p>The Natural World Children will: Observe seasonal change from Winter to Spring. Talk about growth and change in plants and animals. Begin to understand simple life cycles. Explore forces such as melting ice or water flow through play.</p> <p>In practice Planting seeds Observing minibeasts Predicting what will happen to ice/water</p>				<p>Summer Focus: Wider world understanding, comparison, care for the environment</p> <p>Past and Present Children will: Talk confidently about differences between past and present. Recognise that people lived differently in the past. Use more precise vocabulary related to time.</p> <p>In practice Using words like long ago, yesterday, a long time ago Explaining how life has changed</p> <p>People, Culture and Communities Children will: Talk about life in different countries and cultural contexts. Compare their own lives with others respectfully. Show curiosity and openness towards different traditions and ways of life.</p> <p>In practice Learning about homes around the world Exploring food, clothing or traditions Talking about fairness and respect</p> <p>The Natural World Children will: Observe seasonal change into Summer. Understand the importance of caring for living things and the environment. Identify similarities and differences in natural environments. Show curiosity about the world and ask questions.</p> <p>In practice Caring for plants and outdoor areas Exploring habitats Talking about recycling and looking after nature</p> <p>End of Reception Expectations (ELG aligned – Understanding the World) Past and Present</p>			

												<p>By the end of Reception, children will: Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through stories, photos and objects.</p> <p>People, Culture and Communities Children will: Describe similarities and differences between different religions, cultures and communities. Recognise some features of their own immediate environment and explain how environments differ.</p> <p>The Natural World Children will: Explore the natural world around them and make observations. Describe seasonal changes. Understand some important processes and changes in the natural world, including life cycles.</p>
<p><b>Understanding the World</b></p>	<p>Past and Present Talk about events in their own lives Recognise that photos and objects show the past Notice changes over time Begin to compare “then and now”</p>	<p>Past and Present Autumn timeline (early autumn → late autumn) using photos of your outdoor area each week. Harvest then &amp; now: Show photos of harvesting in the past (horse-drawn, hand tools) vs now (combine harvesters). Children spot differences and talk about what has changed and what has stayed the same. “When I was little...” oral history: Invite a grandparent/staff member to share memories of autumn/harvest (school harvest festival, food growing, seasonal jobs). Traditional harvest foods: Children bring in a baby photo and a current photo; (seed → plant, baby → child). Create simple “Then/Now” captions.</p>	<p>Past and Present Celebrations then and now: Look at photos/videos of Bonfire Night, Diwali and Hanukkah from the past and today. Remembrance Day: Remembering people from the past. Talk about why we still remember today. Family memories: Children talk about a celebration they remember (last year/birthday/festival) and how it made them feel.</p>	<p>Past and Present: Visit to local church and discuss how places are special for people at Christmas time. How people celebrated Christmas in the past. Talk about how Compare old toys (wooden, homemade) with modern toys. Christmas traditions over time Children share their own memories of Christmas or another winter celebration they remember.</p>	<p>Past and Present Compare photos of winter in the past (old clothing, transport, homes) with winter today. How did people keep warm long ago? Introduce polar explorers. Seasonal timelines: Create a simple class timeline showing the year. Place winter in context and talk about what happens before and after winter. Clothing through time: Compare old winter clothing (wool, layers) with modern coats and technology.</p>	<p>Past and Present Introduce the idea that traditional tales are stories that have been told for a long time. Compare old book illustrations of Goldilocks or The Gingerbread Man with modern versions. Compare different versions of the same story Discuss what has stayed the same and what has changed. Story settings: then and now: Look at the cottage in Goldilocks and talk about houses “long ago” compared to homes today. Sequence key events from each story using time language (first, next, then, finally).</p>	<p>Past and Present: Famous astronauts Space travel then and now: Discuss how space travel has changed over time. Introduce early astronauts in a simple way – “People went into space long ago to explore.” Create a simple class timeline showing when rockets went to space compared with today. Link space to Earth time – how the sun and Earth create day and night.</p>	<p>Past and Present Talk about signs of spring compared to winter (lighter mornings, warmer weather). Share children’s lived experiences: clothing, outdoor play, gardens. Create a class seasonal timeline (winter → spring → summer). Compare photos of plants before planting, just sprouting and fully grown. Explore Easter as something that happens every year in spring. Sequence the stages of plant growth and chick life cycles. Children explain what has changed and why using time language. Plant growth timeline: Add weekly photos/drawings to show change over time. Compare simple traditional Easter activities (egg rolling, handmade cards) to modern celebrations. Use stories linked to growth and retell events in order.</p>	<p>Past and Present Talk about favourite colours and where children have seen them before. Look back at class photos from earlier in the year and notice colour differences between seasons. Comparing and noticing change Compare colours seen in winter / spring to early summer (greens brighter, flowers more colourful). Look at how objects fade or change colour over time (leaves, photos, clothes). Explaining change Children explain why colours change (plants grow, sunlight, weather). Use time language: before, now, earlier, last term. Season colour timeline: Create a class display showing colours across the year. Then and now artwork: Compare old paintings/photos with modern colourful images. Story links: Discuss colours in familiar stories and how they help us know when/where a story is set.</p>	<p>Past and Present: Look at castles around the world. What were castles for? Who Lived in a Castle? Labelling a castle Talk about castles as buildings from a long time ago. Look at pictures of real castles and compare them to houses we live in now. Introduce simple time language: long ago, now, before. Castles vs modern homes Knights vs modern soldiers / police Explore why castles were built (protection, homes for kings/queens). Children explain why people needed castles and armour in the past but not now. Use language such as: because, so that, a long time ago. Then and now sorting: Castle pictures vs modern buildings. Castle life timeline: Build → live → protect. Story links: Use familiar stories (e.g. knights, dragons, royalty) to identify past settings.</p>	<p>Past and Present Revisit earlier seasons: winter and spring. Look at class photos from throughout the year and notice how the environment has changed. Compare spring and summer: weather, clothing, daylight, plants. Talk about summer as a season that happens every year. Children explain how summer is different from other seasons. Use time and reasoning language confidently: before, now, because, last term. Season timeline: Add summer to the class seasonal timeline. Then and now comparisons: Playground or outdoor area photos across seasons. Story mapping: Stories set in summer vs winter and how we know.</p>	<p>Past and Present: Visit to a farm Cooking – linked to where our food comes from Talk about familiar foods children eat and where they think food comes from. Share experiences of farms, gardens, animals or local food. Compare farming long ago and today: Hand farming vs machines Small farms vs large farms Explore old pictures of farmers compared with modern farming equipment. Children explain how food has changed from the past to now. Use language such as before, now, long ago, because Then and now sorting: Old vs modern farm pictures. Food journey timeline: Farm → shop → plate.</p>
	<p>People, Culture and Communities: Senses Talk about their family, home and community Recognise similarities and differences between families Learn about local landmarks and people Begin to understand that people live differently elsewhere.</p>	<p>People, Culture and Communities Draw maps of the area Take photos on camera Harvest in our community: Children sort items into “to donate / not for donation”. Explore how different people celebrate in autumn Focus on: special foods, family gatherings, symbols, gratitude. Food journeys: Trace “from farm to fork”</p>	<p>People, Culture and Communities: Bonfire night safety and traditions Look into traditions of Hanukkah, Diwali, Remembrance Day Compare how light is used across celebrations (fireworks, candles, Diya’s) Look at foods eaten at celebrations. Explore real or replica objects (poppy, Diya, menorah).</p>	<p>People, Culture and Communities: Christmas traditions Research Christmas across the world. Christmas is a family time, kindness, giving, for Christians celebrating the birth of Jesus. Different celebrations in winter: Acknowledge that not everyone celebrates Christmas. Compare Christmas with other winter celebrations. Discuss giving, charity, helping others – link to Christmas values.</p>	<p>People, Culture and Communities Who lives near the poles? Introduce children to people who live in cold places and how their lives adapt to the environment. Compare our homes with homes in polar regions How children in cold regions travel, dress, eat and play compared to us. Use globes and maps to locate the North Pole and South Pole and compare distance</p>	<p>People, Culture and Communities Explore the Bear family and discuss different family types. Compare their home routines with ours. Talk about Goldilocks’ choices (entering the house, using items without asking). Discuss rules, belongings and respect. Consider who lives near the Gingerbread Man Discuss how communities are made up of different people and roles (Bakers,</p>	<p>People, Culture and Communities Ordering planets Who explores space? Astronauts, scientists and engineers who work together. Look at photos of Earth from space. Talk about how everyone shares the same planet. Explore how astronauts must cooperate on space missions. Share how different cultures have stories about the stars, moon and sun.</p>	<p>People, Culture and Communities Discuss how families enjoy spring and what is seen. Introduce Easter as a spring celebration linked to new life. Talk about different ways families celebrate Easter. Explore helping and caring (food sharing, kindness, new beginnings). Children explain that not everyone celebrates Easter. Reflect on how spring is celebrated in</p>	<p>People, Culture and Communities Children share favourite colours and explain why they like them. Discuss where colours appear in their homes and clothes. Explore how colours can mean different things (red for stop, green for go). Look at colour used in celebrations, flags, and clothing. Comparing and respecting differences. Children understand that colours are used</p>	<p>People, Culture and Communities Introduce roles in castles: knights, kings, queens, guards. Talk about who keeps us safe today. Compare castle rules with school rules. Discuss fairness, kindness and helping others. Children explain how roles in the past helped communities. Make links between knights helping others and people helping today. Who lived in a castle?</p>	<p>People, Culture and Communities Talk about what families do in summer (holidays, parks, beaches, gardens). Share children’s real-life experiences. Explore summer events and celebrations (fairs, sports days, picnics). Compare how people enjoy summer in different places and ways. Children explain how and why people’s lives change in summer. Recognise that families</p>	<p>People, Culture and Communities Identify who works on a farm (farmers, vets, drivers). Talk about farmers as part of the community. Explore how farmers help everyone by growing food. Discuss where local food comes from and how it reaches us. Children explain their role when “playing farmers”. Talk about caring for animals and plants as responsibility.</p>

		for common harvest foods.			from where we live.	butchers, etc. Children suggest how characters could behave differently and why.		different ways by different people. Easter, springtime and new life. Looking after plants. Children talk about a spring or Easter tradition in their family.	differently across cultures and communities. Talk about how people use colour to communicate feelings or identity.	Sorting jobs and roles. Rules then and now: Create class rules inspired by castle life. Discuss knights as protectors and modern-day helpers.	may have different summer routines and traditions. Summer activities sorting: Indoor vs outdoor activities. Where people go in summer (parks, beaches, pools). Sun safety, caring for others, sharing outdoor spaces.	Farm roles role play: Farmer, shop keeper, delivery driver. Who helps us get food? What animals and plants need to be healthy?
	The Natural World Observe their local environment Explore natural materials Notice weather and seasonal change Begin to care for living things	The Natural World Seasonal changes Hibernating animals Introduce: deciduous/evergreen. Why do leaves change? Use a simple explanation with visuals. Explore grains/seeds Children observe, describe, and sort by size/shape. Investigate flour textures; grind grains. Use senses and vocabulary Plant spring bulbs. Weather station: Track daily weather. Link to clothing choices and seasonal change.	The Natural World Explore darker nights in autumn/winter. Use torches to see shadows and light patterns. Watch fireworks Talk about loud and quiet sounds and how animals might feel. Autumn connections: Link Bonfire Night to autumn weather, clothing and sky changes. Investigate shiny, reflective and transparent materials used in decorations.	The Natural World Talk about Christmas happening in winter – shorter days, colder weather. Explore why lights are important at Christmas (decoration, brightness in dark winter nights). Natural materials: Investigate pine cones, holly, fir branches used in Christmas decorations. Floating and sinking: Use Christmas objects (baubles, natural materials) to explore simple science.	The Natural World: Seasonal changes Go for a Winter walk around the local area. Look at the differences between Antarctica and the Arctic, plus other climates around the world Explore water freezing and melting Bird feeders Explore changes in temperature, daylight and weather. Freeze water with objects inside to make “icebergs” and observe melting over time North vs South Pole: Compare environments How animals keep warm (fat, fur, feathers).	The Natural World Explore porridge temperatures safely. Make simple gingerbread Discuss where ingredients come from. Identify animals in both stories and discuss their habitats Compare bowls, beds and chairs: hard/soft, big/small, strong/weak.	The Natural World Explore how the sun gives us warmth and light. Model Earth spinning using balls and torches. Observe day sky vs night sky and talk about stars and the moon. Plant seeds and observe how sunlight helps them grow.	The Natural World: Planting Science - Plants Go on spring walks to spot buds, birds, insects. Notice changes in weather and daylight. Plant seeds and observe daily. Compare plants grown in different conditions. Explore eggs and chicks through books and images. Children explain what plants need to grow. Predict what will happen next in the life cycle. Link Easter eggs to the idea of new life in spring. Planting and growing: Beans, cress, flowers. Light vs dark, water vs no water. Life cycles: Seed → plant; egg → chick. Easter science: Floating and sinking eggs; texture of shells.	The Natural World Camouflage and animals Noticing colours in the outdoor environment. Sorting natural objects by colour. Mixing colours and predicting outcomes. Observing how sunlight affects colour (shadows, brightness). Children explain that colour comes from light, reflection and materials. Make connections between colour and growth (healthy plants, flowers). Colour walk: Identify natural colours outdoors. Plant and flower comparisons: Observe flower colours and how they vary. Colour mixing: Explore secondary colours and record results. Light and shadow: Investigate how colour looks different in shade or sun.	The Natural World Feel and compare materials: stone, wood, metal. Talk about why castles were made from stone. Explore strength: which materials are strongest for building? Investigate metal objects (armour, shields). Children explain why castles were built on hills or near water. Use reasoning language: stronger, heavier, harder. Stone vs wood vs cardboard. Building challenge: Build the strongest castle. Look at where castles are built and why.	The Natural World Seasonal changes Observe warmer temperatures and longer days. Notice changes in plants: growth, flowers, fruit. Compare plants grown indoors and outdoors. Explore how sunlight affects growth, shadows and heat. Children explain what plants and animals need in summer. Predict what will happen if it is very hot or dry. Weather tracking: Temperature, sunshine, rain. Spring vs summer growth. Observe how shadows change during the day. Evaporation, cooling, absorption.	The Natural World Observe real fruits, vegetables and plants. Identify animals commonly found on farms. Plant quick-growing vegetables or herbs. Explore life cycles of animals: chick, calf, lamb. Children explain what plants and animals need to grow. Predict what happens if animals or plants are not cared for properly. Grow, water and observe crops. Animal life cycles: Match baby animals to adults. Food origins sorting: Plant food vs animal food.
<b>Expressive Art and Design</b>	<p>Creating with Materials Children will: Explore a wide range of materials, tools and techniques Experiment with colour, texture, shape and form Use tools safely with growing confidence Begin to talk about what they are creating and the materials they are using Show curiosity and willingness to try new ways of making</p> <p>In practice: Children access open-ended creative materials daily Adults model safe use of tools and introduce basic techniques Creativity is supported through exploration rather than outcomes Vocabulary such as colour names, textures and material types is modelled Adults value individual responses and creative choices Being Imaginative and Expressive Children will: Explore sounds using their voice, body and instruments Join in with familiar songs, rhymes and action games Use movement to express feelings and ideas Take on simple roles in pretend play based on real experiences</p> <p>In practice: Daily singing and music is embedded into routines Adults model expression, enthusiasm and confidence Role play reflects children’s own experiences and interests Children are encouraged to join in at their own level A wide range of music, props and stimuli are available</p>				<p>Creating with Materials Children will: Select materials and tools for a purpose Combine different media to achieve an intended effect Show increasing control and accuracy when using tools Begin to plan, adapt and refine their work as they create Talk about choices they have made and changes they have tried</p> <p>In practice: Children are encouraged to choose resources independently Adults introduce new skills, techniques and vocabulary Children are supported to revisit and improve creations Adults use open-ended questioning to encourage reflection Opportunities are provided to create linked to experiences, stories and interests Being Imaginative and Expressive Children will: Develop simple storylines in role play and small-world play Use voice, movement and gesture to express ideas Adapt movements and voices for different characters Begin to collaborate with others in imaginative play Respond creatively to music, stories and movement</p> <p>In practice: Adults extend play through questioning and modelling narrative Children act out familiar stories and create their own versions Music and movement are used to explore feelings and ideas Shared imaginative play is supported and encouraged New vocabulary linked to expression and emotion is introduced</p>				<p>Creating with Materials Children will: Create with increasing confidence, detail and care Choose appropriate materials and techniques independently Persevere with creative projects over time Represent ideas, experiences and feelings through their creations Talk about what they have made and the process they used</p> <p>In practice: Children independently plan and carry out creative ideas Adults support sustained focus and pride in outcomes Children are encouraged to evaluate and explain their work Creative work reflects personal interests, stories and experiences Individuality and originality are valued and celebrated Being Imaginative and Expressive Children will: Perform songs, dances and role play with confidence Express ideas and feelings through performance Sustain shared imaginative play with others Adapt ideas in response to others’ contributions Show confidence when sharing imaginative work with an audience</p> <p>In practice: Children have opportunities to perform informally and formally Adults support resilience, confidence and risk-taking Children collaborate to plan and develop imaginative play Performances are valued for effort and expression Reflection is encouraged after performances and play</p>			
	End of Reception											

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									<p>This progression supports children working towards:</p> <p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories through singing, dancing, music, role play and drama.</p>			
	<p>Percussion Role Play: Home Self-portraits and drawing families and people Create 3d models of houses Colour mixing Singing familiar songs and rhymes and moving to the music</p>	<p>Percussion Role Play: Home Autumn collage using natural items Autumn veg and fruit printing Use 3d junk modelling to make harvest baskets Sing Autumn and Harvest songs and move to the music</p>	<p>Singing Role Play: Home Using paint brushes and splatter tools to make firework pictures Make poppies from craft materials Explore pattern, symmetry and colour to make rangoli patterns Explore shape, form and colour through light-based art to make Hanukkah candles and light art Respond to firework style music in dance</p>	<p>Singing Role Play: Post Office Planning and creating cards, baubles, trees, stars, nativity scene etc. using different media Develop role play with Christmas theme and sing Christmas carols and songs for the nativity play.</p>	<p>Body Percussion Role Play: Ice Rink Represent winter environments using colour, texture and shape Use different media to create representation of animals from the polar regions Joining materials – 3d junk modelling of igloos and ice houses Small world play of polar regions Singing songs linked to topic</p>	<p>Body Percussion Role Play: Home Use different media and joining techniques to make characters from the stories Decorating gingerbread men creatively 3d modelling of bridges, houses and ovens Retelling the stories with puppets</p>	<p>Body Percussion Role Play: Space Ship Space paintings Use different media to create a space collage of planets and stars etc. Planning, building and adapting 3d spaceship models Using their imaginations to create their own aliens Using small world resources to represent space Respond to music and move in different ways – floating, bouncing, blasting off</p>	<p>Body Percussion Role Play: Garden Centre Observational drawings and paintings of plants Use different media and joining techniques to create spring flowers and plants Use different media to create a collage of the stages of plant growth Use different patterns to decorate eggs Make 3d model Easter baskets and improving and strengthening their models Sing and dance and move their bodies to spring and Easter music</p>	<p>Boom whackers Role Play: Art gallery Kandinsky Explore colour freely through the abstract artist Kandinsky using paint, crayons, chalks etc. Colour mixing, tones and shades Paint to music</p>	<p>Boom whackers Role Play: Castle Different representations of castles Design shields which are special to them 3d models of castles, towers and drawbridges Work collaboratively with other children on a model Role play traditional castle life</p>	<p>Singing Role Play: Tent Create artwork linked to summer including beaches, parks, holidays Use colour intentionally to represent warmth, light and weather Experiment with shades and tones Plan and construct 3d models of summer themed items e.g. ice-cream van, beach hut, gardens Design objects with a specific purpose (fans, sunglasses, picnic items) Use creativity and imagination beyond imitation Evaluate and adapt ideas during the process What music puts you into a summery mood, express themselves to this music through movement Practicing songs and performance in the summer play</p>	<p>Singing Role Play: Farm Shop (Money) Represent farms, fields and countryside scenes using colour and detail Choose materials to show different textures (grass, mud, hay, sky) Refine artwork by adding features and revisiting ideas Create detailed representations of farm animals Notice and include distinguishing features Choose suitable tools and techniques independently Represent processes creatively (growing, harvesting, cooking) Use art to sequence ideas Combine materials to communicate meaning 3D modelling – Tractors, barns and farm structures Plan and build complex 3D models Combine materials securely and thoughtfully Persevere with detailed construction projects Create detailed narratives using small-world resources</p>
<b>Curriculum Enhancements</b>	Walk around Storth	Local Walk Harvest Festival	Walk to Storth Cenotaph on Remembrance Day	Nativity Play Visit local church					Sponsored walk Education Life Bus Visit	Sports Day	Farm visit School Play	