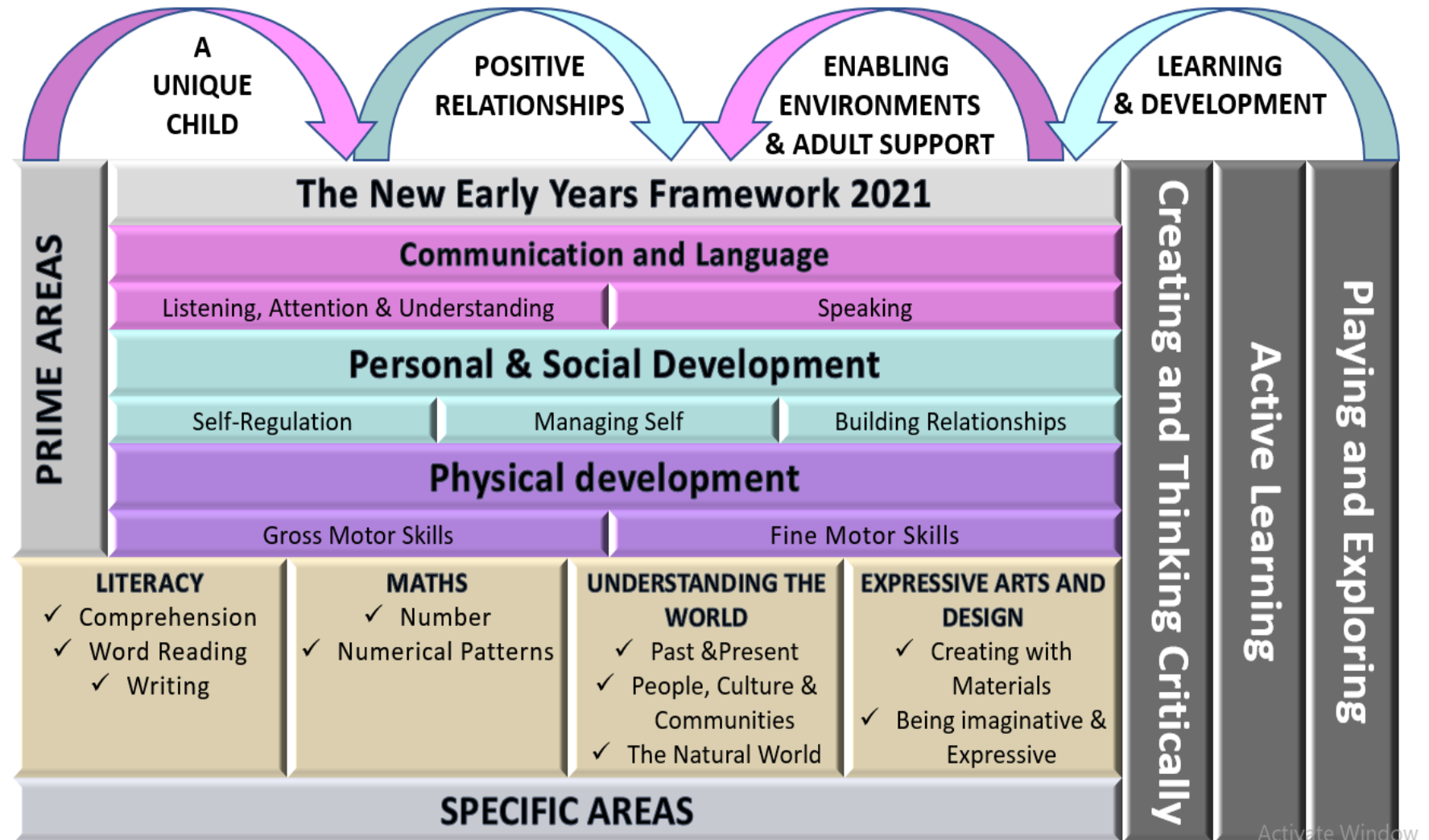
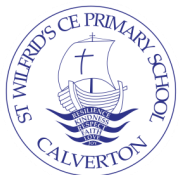








# RECEPTION LONG TERM PLAN 2025-2026

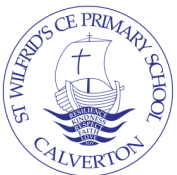
Our priority in the EYFS at St Wilfrid's is to ensure that children are happy and feel safe and secure at school. We build strong relationships with both parents/carers and children to get to know them and help them develop as individuals. We teach 7 areas of learning in the EYFS curriculum and are committed to the development of the 'whole child', preparing them to enter KS1 as happy, independent and confident learners with a thirst to learn and knowing that they can do anything that they set their mind to.



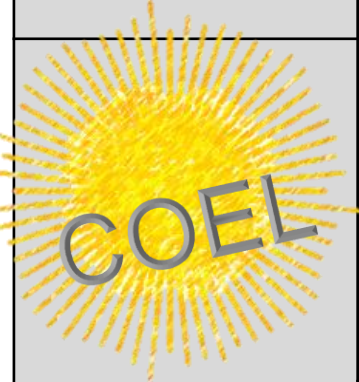



# RECEPTION LONG TERM PLAN 2025-2026


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPICS AND KEY THEMES</b>  <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i>	<b>RHYME TIME</b> Nursery rhymes and songs relating to our feelings, families, staying safe, where we live, past and present 	<b>TELL ME A STORY</b> Our favourite stories and authors including Traditional Tales and rhyming texts The Christmas story 	<b>PEEK INTO THE PAST</b> Celebrations past and present, dinosaurs, local history, Different types of transport. 	<b>PEOPLE WHO HELP US</b> Emergency services NHS, vets People in our community 	<b>HOW DOES YOUR GARDEN GROW?</b> Weather/ seasons. Flowers, fruit and vegetables. Planting and growing. 	<b>AMAZING ANIMALS</b> Animals at the top and bottom and on the other side of the world. Animals under the ground and in the sea 
<b>HIGH QUALITY TEXTS</b>	<b>Nursery rhymes</b> Dear Mother Goose The colour Monster Once there were giants Little Lumpty	The gingerbread man Funnybones The little red hen The gruffalo Pass the jam Jim The tiger who came to tea Sleepy Jesus	Dinosuar roar Robin Hood This is the castle the king built Mr Gumpy's motorcar Once upon a time online	Ness the nurse Not like that like this Mog the forgetful cat Harry and the dinosaurs say Raaah Dr Ranj – A superhero like you	Jack and the beanstalk The enormous turnip Oliver's fruit salad Christopher nibble Fran's Flower	Lost and found There's an ouch in my pouch Zoe and her zebra The crunching munching caterpillar The very busy spider
<b>VISITS OR VISITORS AND EXPERIENCES</b>	Trip to church before 25/9 Languages day 26/9 Zumba 3/10 Disco 16/10	Storyteller Library visit Forest schools Paceball 19/11	The Little Mermaid 9/1 Fencing 16/1 Careers week 26/1	Fire engine Police officer Nurse / paramedic/ dentist Forest schools Reading café Archery	Visit to field farm Life education visit Quidditch 24/4	Zoolab Caterpillars in school Ugly bug ball Forest schools Meet and eat 10/6 Multisports 25/6 Church service- JOY 2/7
<b>DIARY DATES</b>	Black history month – October National Poetry Day 2nd Oct Harvest Parents evening 6 <sup>th</sup> oct  Parents meet teachers 11/9 Reading meeting 15/9 church service 25/9 Macmillan coffee morning 29/9 church service 16/10	Bonfire Night Remembrance Day (13 <sup>th</sup> Nov church Y4) Anti-bullying week 10 <sup>th</sup> -14 <sup>th</sup> November Children in need 14 <sup>th</sup> November Christingle service 4 <sup>th</sup> Dec/ Christmas Fair 12 <sup>th</sup> / Dinner/ jumper day 17 <sup>th</sup> / Nativity – 15 <sup>th</sup> Dec/Santa	National Handwriting Day 23 <sup>rd</sup> January National Storytelling week 25 <sup>th</sup> Jan-1 <sup>st</sup> Feb Children's mental health week 9 <sup>th</sup> Feb safer internet day 10 <sup>th</sup> Feb Chinese New Year 17 <sup>th</sup> Feb (horse)	Parents evening 23 <sup>rd</sup> Mar World Book Day 5 <sup>th</sup> Mar Mother's Day 15 <sup>th</sup> March Comic Relief 21 <sup>st</sup> March Easter worship Y2 26 <sup>th</sup> MAR	Life ed van 5 <sup>th</sup> and 6 <sup>th</sup> May Trip to field farm 7 <sup>th</sup> May Church 21 <sup>st</sup> May (y1)	Colour run 5/6 EYFSP Father's Day 21 <sup>st</sup> June Cup of thanks 16/7 Transition Reports Sports day 8/7 Pride month Leavers – 23/7



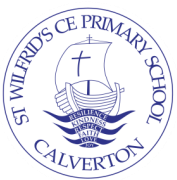
# RECEPTION LONG TERM PLAN 2025-2026

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	RHYME TIME	TELL ME A STORY	PEEK INTO THE PAST	PEOPLE WHO HELP US	HOW DOES YOUR GARDEN GROW?	AMAZING ANIMALS
   OVER ARCHING PRINCIPLES	<p align="center"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning .</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’ EYFS Team</i></p> <p align="center"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					



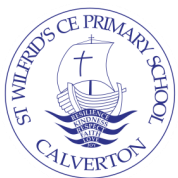
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GENERAL THEMES	RHYME TIME	TELL ME A STORY	PEEK INTO THE PAST	PEOPLE WHO HELP US	HOW DOES YOUR GARDEN GROW	AMAZING ANIMALS
<b>COMMUNICATION AND LANGUAGE</b> Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
 <p>We highlight the importance of C&amp;L by starting the year with Rhyme time and Tell me a story topics. C&amp;L is developed throughout the year through high quality interactions, daily group discussions, circle time, show and tell, PSED times, stories, singing, speech and language interventions, Pie Corbett T4W actions and EYFS performances!</p>	<b>Welcome to EYFS / Rhyme Time</b> Settling in activities, how we listen, what do we enjoy? Getting to know each other and making friends Talk through the daily routine Children talk about familiar experiences: families, routines and special occasions Follow instructions (putting belongings away, tidying up) Join in with and learn nursery rhymes. Explore vocabulary in nursery rhymes Model talk routines through the day. Eg responding to “Good morning, how are you?”	<b>Tell me a story!</b> Engage in story times, listening to, talking about them and retelling. (T4W) Discovering favourite stories Learn new vocabulary about stories and texts (eg. Traditional tale, rhyming text etc.) Remember key points from a story Learn story language to support retelling stories. Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	<b>Tell me about differences.</b> Describing Christmas and birthday celebrations. Comparing with celebrations of parents, grandparents – how are they different? Differences and opposites when describing dinosaurs in Dinosaur roar. Looking at clothing and weapons in Robin Hood – how different from now. Castles from the past - how are castles different to our homes? Talk about and describe own transport and similarities and differences between old and new transport	<b>Ask me a question</b> Engage in non-fiction books – how are non-fiction books different to fiction books? Develop vocabulary and use it throughout the day and in different contexts & play. Listen and respond to visitors (people who help us) Ask questions to find out more Show an interest in the lives of other people Use talk to help work out problems and organise thinking and activities. Describe events (Christmas/ what happened when the fire engine came?)	<b>Explain to me!</b> Explore vocabulary in topic books – fiction and non-fiction. Make links with texts and own experiences. Share own experiences in class discussions. Retell a story with story language. Follow and give instructions, explaining what we did and why (planting) Connect ideas and actions using connectives – using sequencing words. Describe events in some detail: farm trip Join in with songs and rhymes about our topic.	<b>Tell me more!</b> Retell stories: T4W Listen to and engage in and talk about non-fiction. Articulate ideas and thoughts into well-formed sentences. Ask qu.s to find out more. Connect ideas using connectives. Talk about own experiences. Describe what is seen and how it makes us feel. Describe changes in animal life cycles. Talk about the experiences I have had at different points in the school year.
DAILY STORY TIME USING HIGH QUALITY TEXTS. THESE CHOSEN TEXTS INCLUDE CHILDREN’S FAVOURITES FROM THEIR ALL ABOUT ME INFORMATION FORMS, STORIES FROM THE PIE CORBETT RECEPTION READING SPINE, MANY PSED STORIES AND OUR SUPER 6 DIVERSITY TEXTS						





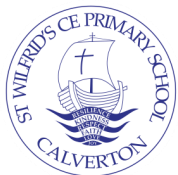
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GENERAL THEMES	RHYME TIME	TELL ME A STORY	PEEK INTO THE PAST	PEOPLE WHO HELP US	HOW DOES YOUR GARDEN GROW?	AMAZING ANIMALS
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
MANAGING SELF	<u><a href="#">Keeping myself safe</a></u> Listening to my feelings Keeping safe online People who help to keep me safe What’s safe to go onto my body? Keeping myself safe – what’s safe to go into my body? (incl. medicines) Safe indoors and outdoors	<u><a href="#">Me and My Relationships</a></u> All about me What makes me special Me and my feelings 1 & 2 Me and my special people Who can help me? (self-regulation)	<u><a href="#">Valuing Difference</a></u> I’m special you’re special Same and different Same and different families Same and different homes I am caring I am a friend <u><a href="#">AREP</a></u> It’s OK to be different Elmer I am Brown	<u><a href="#">Rights and respect</a></u> Looking after my special people: I Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1 & 2)	<u><a href="#">Being my best</a></u> Bouncing back when things go wrong Yes I can Healthy eating My healthy mind Move your body A good nights sleep	<u><a href="#">Growing and changing</a></u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? When I was a baby Getting bigger Me and my body, girls and boys
SELF REGULATION						
MAKING RELATIONSHIPS						
OUR HALF TERMLY THEMES TAKEN FROM SCARF (CORAM LIFE EDUCATION) LINKING IN WITH OUR SCHOOL VALUES AND ENCOMPASSING THE STATUTORY RELATIONSHIPS CURRICULUM	Manage own needs – personal hygiene. Supporting health and wellbeing: safe pedestrian Class rules: Behavioural expectations in the class/boundaries set Form positive attachments to adults and friendships with peers.	Build constructive relationships. Express feelings and consider the feelings of others. Supporting health and wellbeing: good sleep routine What makes a good friend, How to deal with ‘not so good feelings’, Know that some actions and words can hurt others feelings.	Think about the perspectives of others. Supporting health and wellbeing: sensible amount of screen time What it means to be respectful and to be treated with respect Think about Protected characteristics – showing sensitivity to own and others’ needs	Identify and moderate own feelings socially and emotionally. Supporting health and wellbeing: tooth brushing - linked to the dental nurse Being kind to living creatures SMART rules Work and play co-operatively, taking turns with others	Show resilience and perseverance in the face of challenge. Supporting health and wellbeing: healthy eating Be confident to try new ideas Importance of physical and emotional health wellbeing Know some self-care techniques	Seeing self as a valuable individual Supporting health and wellbeing: physical activity know that caring relationships are at the heart of happy families Readiness for transition into Year 1
OUR SCHOOL VALUES	KINDNESS	LOVE	RESPECT	FAITH	RESILIENCE	JOY
LINKED WHOLE SCHOOL EVENTS	NSPCC KINDNESS CHALLENGE	ANTI-BULLYING WEEK	CHILDREN’S MENTAL HEALTH WEEK, INTERNET SAFETY	ASPIRATIONS WEEK	LIFE EDUCATION	PRIDE MONTH




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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	RHYME TIME	TELL ME A STORY	PEEK INTO THE PAST	PEOPLE WHO HELP US	HOW DOES YOUR GARDEN GROW?	AMAZING ANIMALS
<b>PHYSICAL DEVELOPMENT</b>  <b>FINE MOTOR</b> Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  <b>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</b>  <b>GROSS MOTOR</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
	Threading, cutting, constructing, playdough, mark making Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Support comfortable pencil grip Teach and model correct letter formation. Putting on coats, aprons, taking shoes off and putting them on	Threading, cutting, constructing, playdough, mark making Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, constructing, playdough, mark making Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Develop foundations of a handwriting style. Begin to form letters correctly Dressing and undressing for PE - buttons Clothing / zips	Threading, cutting, constructing, playdough, mark making Hold pencil effectively with comfortable grip Develop foundations of a handwriting style. Forms recognisable letters most correctly formed	Threading, cutting, constructing, playdough, mark making Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, constructing, playdough, mark making Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Lego
	<b>Movement</b> Refining fundamental skills - different ways of moving Negotiate space - travelling with control, co-ordination & agility <b>Gymnastics</b> Different styles of jumps, rolls and balances	<b>Dance</b> Move to music Combining different movements with ease and fluency <b>Strength and co-ordination</b> Balance, pedal, scooter Outdoor play equipment	<b>Games</b> Parachute games - Follow the rules of a game <b>Dance</b> Move to music Combining different movements with ease and fluency	<b>Multiskills</b> Ball skills: throwing, catching, kicking, passing, batting and aiming Using different sized balls <b>Strength and movement</b> Moving energetically - eg. hopping skipping, crawling and climbing Using core muscle strength Using large apparatus	<b>Athletics</b> Moving energetically , with control, co-ordination & agility <b>Multiskills</b> Develop confidence, competence, precision and accuracy in multiskills and ball activities	<b>Gymnastics</b> Using large apparatus Core muscle strength Jumping and landing Awareness of space Demonstrate balance Develop body strength
	<b>OUTDOOR CONTINUOUS PROVISION:</b> Climbing – outdoor equipment. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts are all good options . Bricks and blocks for construction <b>From Development Matters</b> - Throughout the day: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes					




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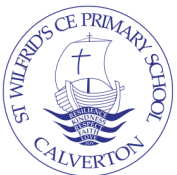
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	RHYME TIME	TELL ME A STORY	PEEK INTO THE PAST	PEOPLE WHO HELP US	HOW DOES YOUR GARDEN GROW?	AMAZING ANIMALS
<b>LITERACY</b>  <b>COMPREHENSION</b>  <b>WORD READING</b> Children will be working in different reading groups for their Little Wandle guided reading sessions	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Join in with nursery rhymes and songs. Fill in missing words from well-known rhymes. Enjoy listening to stories. Talk about favourite rhymes and stories Recognise words that rhyme Handle books correctly and follow print left to right, top to bottom.	Talk about events and characters in stories. Retell stories using story language. Talk about different types of stories and authors. Identify the title, front cover etc. of a book. To say what I like/ don't like about a text	Locate and recall the title of a book. Identify whether a book is fiction or non-fiction – how do we know? Show interest and answer simple qu.s about the text. Explore the vocabulary in a text and use in different contexts.	Say rhymes by heart and retell familiar stories. Demonstrate understanding of a text when talking about what we have read or listened to. Listen to myself reading to check what I read makes sense and sounds right. Repeat words or phrases to check my reading is correct.	Retell stories and narratives using own words and new vocabulary. Make predictions about a text based on what has been read so far. Discuss new vocabulary and what it means. Begin to notice if my reading makes sense and re-read to correct errors.	Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play (ELG)
	<b>Phonic Sounds: s a t p l n m d g o c k c k e u r h b f l</b>  Blend words orally. Read individual letters by saying sounds for them. Blend sounds into words.	<b>Phonic Sounds: ff ll ss j v w x y z zz qu ch sh th ng nk</b>  Link most sounds to letters and read some letter groups that each represent one sound. Blend sounds to read short words. Read some Phase 2 words including some tricky words	<b>Phonic Sounds: ai ee igh oa oo oo ar or ur ow oi ear air er</b>  Link all sounds to letters and read some letter groups that each represent one sound. Read words consistent with phonic knowledge by sound blending. (ELG) Read some common exception words (Phase2/3) Re-read sentences to build up confidence in word reading	<b>Phonic Sounds: ing, s, es</b> Say a sound for each letter in the alphabet and for some digraphs. Use phonic knowledge to read and decode regular words . Read simple phrases and sentences made up of words with known letter-sound correspondence. Re-read sentences and books to build up confidence in word reading and fluency.	<b>Phonic Sounds: ing ed est Cvcc ccvc ccvcc etc</b>  Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read simple sentences and books consistent with phonic knowledge (ELG) Read phase 2 & 3 tricky words. Re-read books to build up confidence in word reading, fluency and understanding.	<b>Phonic Sounds: er est</b>  Re-read books to build up confidence in word reading, fluency, understanding and enjoyment.  To begin to take note of punctuation eg. pause at a full stop.  End of term assessments  Transition work with Year 1 staff.



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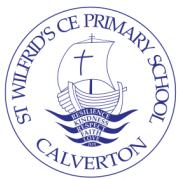
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<p><b>WRITING</b></p>  <p><i>TFW USED ACROSS THE YEAR</i></p> <p>TEXTS MAY VARY DUE TO CHILDREN'S INTERESTS</p>	<p><b>Texts as a Stimulus:</b>  <b>Nursery Rhymes</b>            Dear Mother Goose            The colour Monster            Once there were giants            Little Lumpty</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.            Name writing, family lists,            Writing initial sounds and simple labels.            Use initial sounds to label characters / images.            Silly soup            Learning correct letter formation.</p>	<p><b>Texts as a Stimulus:</b>            The gingerbread man  <b>The little red hen</b>            The gruffalo            Funnybones            Pass the jam Jim            The tiger who came to tea            The Christmas Story</p> <p>Name writing            Retelling stories, talk for writing, story scribing.            Writing CVC words and simple captions.            Writing for a purpose in role play café.            Writing phase 2 tricky words.            Practising correct letter formation.</p>	<p><b>Texts as a Stimulus:</b>            Dinosaur Roar            Robin Hood            This is the castle the king built            Once upon a time online            Mr Gumpy's motorcar</p> <p>Spell words by identifying the sounds and writing the corresponding letters.            Writing labels/ captions and lists.            Writing simple sentences about non-fiction texts.            Use finger spaces between words.            Model starting sentences with capital letter and finishing with full stop.</p>	<p><b>Texts as a Stimulus:</b>            Ness the nurse            Not like that like this            Mog the forgetful cat            Harry and the dinosaurs            say Raaah            Dr Ranj – A superhero like you</p> <p>Creating own story maps, writing captions and labels.            Writing short sentences, words with known letter-sound correspondences and using a full stop.            Letter writing: Dear zoo            Character descriptions.            Writing phase 2 &amp; 3 tricky words.            Check formation of lower case and capital letters.</p>	<p><b>Texts as a Stimulus:</b>            Jack and the beanstalk  <b>The enormous turnip</b>            Oliver's fruit salad            Christopher nibble            Fran's Flower</p> <p>T4W, Innovation of familiar texts.            Writing for a purpose in role play using recognisable letters and phonetically plausible attempts at words.            Recount – A trip to the farm            Write simple phrases and sentences that can be read by others.            Use finger spaces.            Form lower-case and capital letters correctly.</p>	<p><b>Texts as a Stimulus:</b>            Lost and found            There's an ouch in my pouch            Zoe and her zebra            The crunching munching caterpillar  <b>The very busy spider</b></p> <p>Non fiction and Story writing, writing sentences using a range of tricky words that are spelt correctly.            Begin to use full stops, capital letters and finger spaces.            Use familiar texts as a model for writing own stories.            Re-read what we write to check it makes sense and to correct any errors.</p>





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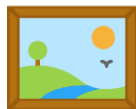
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	RHYME TIME	TELL ME A STORY	PEEK INTO THE PAST	PEOPLE WHO HELP US	HOW DOES YOUR GARDEN GROW?	AMAZING ANIMALS
<b>MATHS</b> <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i>	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	2 weeks: baseline/getting to know you/ Number rhymes Develop subitising and counting skills. Explore the composition of numbers within 5. Compare sets of objects and use the language of comparison.  Circles and triangles,	Counting skills Comparison of sets Explore the concept of part and whole Composition of 3,4 and 5 Matching numerals to quantities within 5 Verbal counting beyond 20  Shapes with 4 sides	Develop subitising skills. Matching numerals to quantities within 5 Counting and composition with one more (staircase pattern) Explore the composition of numbers within and beyond 5. (6 and 7) Compare sets and use language of comparison  Size Mass and capacity	Ordering numbers Use comparative language of less than Composition of 7 Identify when two sets are equal or unequal and connect two equal groups to doubles. Sorting numbers – odd and evens  Length height Time	Consolidate counting skills, counting to larger numbers and develop a wider range of counting strategies. Subitising to 7 Composition 5 and a bit Composition of 10 Comparison linked to ordinality Track games  3D shape and patterns	Secure knowledge of number facts through varied practice. Subitising Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting  position
CHECKPOINTS CAN CHILDREN.....?	Subitise to 5	Recall number bonds to 5	Understand the composition of numbers to 10 Recall some double facts	Compare quantities to 10 Recall some number bonds to 10	Count beyond 20	Recognise odd and even numbers Explore how quantities can be distributed equally.



# RECEPTION LONG TERM PLAN 2025-2026



GENERAL THEMES		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE / FESTIVALS		RHYME TIME	TELL ME A STORY	PEEK INTO THE PAST	PEOPLE WHO HELP US	HOW DOES YOUR GARDEN GROW?	AMAZING ANIMALS
<p>Our RE Curriculum is planned through the Nottingham shire Agreed Syllabus and Understanding Christianity</p> <p>Children will begin to understand and value the differences of individuals and groups within their own community.</p> <p>They will have opportunity to develop their emerging moral and cultural awareness.</p>		<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
		<p>Talk about members of children's immediate family and community.</p> <p>Name and describe people who are familiar to them. Bring in photos of their family; naming who they can see and of what relation they are to them.</p> <p>Talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families.</p> <p>Comment on images of situations and objects from the past in nursery rhymes.</p> <p>Compare and contrast characters in stories including figures from the past: Rosa Parks.</p> <p>Describe our immediate environment.</p> <p>Forest schools - Autumn walk: Explore the natural world around us, Describe what we hear, see and feel when outside.</p> <p>Understand the effect of changing seasons on the natural world around us.</p> <p>Set up 'My Year in Reception' display</p>	<p>Comment on familiar situations in the past – using stories</p> <p>Know some similarities and differences between things in the past and now – drawing on stories.</p> <p>Understand the past through settings, characters and events in books.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (Diwali, Christmas)</p> <p>Know some similarities and differences between different religious and cultural communities in this country</p> <p>Recognise and describe special times or events for family or friends.</p>	<p>Know some similarities and differences between things in the past and now – drawing on their experiences and books read in class.</p> <p>Understand the past through settings, characters and events in books.</p> <p>Compare and comment on images of different transport in the past - eg. cars, bicycles</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Christmas, birthdays, Chinese new year)</p> <p>Compare and comment on images of familiar situations in the past eg birthdays, Christmas</p> <p>Winter walk: Explore the natural world around us, Describe what we hear, see and feel when outside.</p> <p>Understand the effect of changing seasons on the world around us.</p>	<p>Talk about members of our community and their roles in society.</p> <p>Show an interest in different occupations and ways of life.</p> <p>Compare and contrast characters in stories including figures from the past: Florence Nightingale and Mary Seacole.</p> <p>Understand the past through characters, objects and events in books.</p> <p>Spring walk: Explore the natural world around us, Describe what we hear, see and feel when outside.</p> <p>Understand the effect of changing seasons on the natural world around us.</p> <p>Talk about experiences and celebrations at different points in the year (class calendar for each month)</p>	<p>Explore the natural world around us making observations and drawing pictures of plants and flowers, things that grow.</p> <p>Describe what we hear, see and feel when outside.</p> <p>Describe our immediate environment, using knowledge from observation, discussion, stories, non-fiction and maps</p> <p>Understand the effect of changing seasons on the natural world around us.</p> <p>Understand important processes in the natural world – life cycles, growing and planting.</p> <p>Understand that some places are special to members of their community.</p>	<p>Draw information from a simple map – top and bottom of the world, continents and oceans.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals</p> <p>Recognise that some environments are different to the one in which they live eg. The Antarctic, Africa Comparing places on Google Earth: how are they similar/different?</p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Recognise some similarities and differences between life in this country and life in other countries - places children have visited – looking at maps and different continents, through texts about animals around the world.</p> <p>Know some similarities and differences between different religious and cultural communities in this country</p> <p>I show care for living things (pets)</p>
		<p><b>Which people are special and why?</b> Belonging to their family Being part of the st Wilfrid's family <b>Understanding Christianity: God/creation</b></p>	<p><b>Which stories are special and why?</b> <b>What times are special and why?</b> <b>Understanding Christianity: Incarnation</b></p>	<p><b>Which people are special and why?</b> People special to us</p>	<p><b>What times are special and why?</b> Easter <b>Understanding Christianity: Salvation</b></p>	<p><b>What places are special and why?</b></p>	<p><b>Our Wonderful world :</b> how can we care for living things and earth?</p>



# RECEPTION LONG TERM PLAN 2025-2026

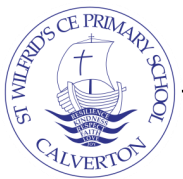
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	RHYME TIME	TELL ME A STORY	PEEK INTO THE PAST	PEOPLE WHO HELP US	HOW DOES YOUR GARDEN GROW?	AMAZING ANIMALS
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs and nursery rhymes</p> <p>Engage in music making</p> <p>Build models using construction equipment.</p> <p>Sing Harvest songs</p> <p>Paint a self-portrait and draw family representation</p> <p>Develop a storyline in pretend play and role play</p> <p><b>Exploring sound</b></p> <p>Encourage children to create their own music.</p>	<p>Learning techniques for joining materials, such as different types of tape and glue</p> <p>Christmas decorations, Christmas cards</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play of The Nativity</p> <p>Music: <b>celebration music</b> Christmas Songs Performance of Christmas songs</p>	<p><b>Art project: playful making</b> Making different 3D transport creations</p> <p>Creating collaboratively, sharing ideas, resources and skills (eg. Dinosaur island, Sherwood forest tree houses)</p> <p>Exploring colour, shades, shape and form to create own dinosaur/ forest pictures – collage, paint and pastels.</p> <p><b>Music: Transport</b> Exploring sounds and how they can be changed, tapping out of simple rhythms</p>	<p>Provide children with a range of materials for children to construct with. Cont. playful making - box model vehicles Children explain making process – what they did and why?</p> <p>Revisit joining techniques and introduce split pins.</p> <p>Drawings of people – representing diff people who help us</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p><b>Music and movement</b> Listen to music and make their own dances in response. Perform dances</p>	<p><b>Art project: Inspired by flora and fauna</b></p> <p>Explore how colour can be changed –light and dark</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Andy Goldsworthy natural art</p> <p>Rubbings of leaves/plants</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows. (Farm visit)</p> <p><b>Music: Big Band</b></p>	<p><b>Art project: circles and spirals</b></p> <p>Matisse: the snail Express feelings about a piece of art. Recreate collage art in style of Matisse</p> <p>Explore texture and pattern (animal patterns and camouflage)</p> <p><b>Musical stories</b> carnival of the animals, Peter and the Wolf</p> <p>Watch dance performances eg. lion king and express feelings about them</p>

*Painting, 3D modelling, messy play, collage, printing, cutting, drama, role play, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*

*Work will be displayed in the classroom  
lots of links to Fine Motor Skills.  
Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*










Continuous provision activities allow children daily access to construction and creative areas, art easel, sensory play and a mud kitchen - In these areas they are able to explore a variety of materials, tools, techniques, also experimenting with colour, design, texture, form and function. Small world, different role play areas and play dough allow children to invent stories and imaginary situations in their play. Children have opportunities to listen to different types of music, watch dances and look at paintings, encouraging them to talk about their feelings, likes and dislikes relating to different types of art.

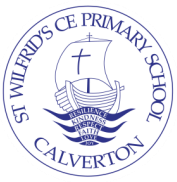


# RECEPTION LONG TERM PLAN 2025-2026

## EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

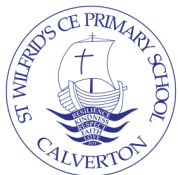
 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>





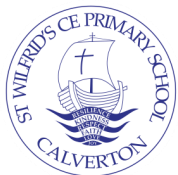
# RECEPTION LONG TERM PLAN 2025-2026

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	RHYME TIME	TELL ME A STORY	PEEK INTO THE PAST	PEOPLE WHO HELP US	HOW DOES YOUR GARDEN GROW?	AMAZING ANIMALS
STORYTIME INCLUDING DIVERSITY TEXTS	Ruby's worry This is my house  All are welcome here	Super Duper you The story of Diwali  The great big book of families	The suitcase The Chinese new year  It's okay to be different	Ness the nurse A Superpower like mine  What happened to you?	One child one seed The world came to my place.  Perfectly Norman	Zoe and her zebra Little Red and the very hungry Lion  And tango makes three
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of term Initial phonics assessments Autumn 1 phonics assessments	On going assessments In house moderation End of term Assessments Autumn 2 phonics assessments	GLD Projections for EOY Cluster moderation internal moderations Spring 1 phonics assessments	End of term Assessments Spring 2 phonics assessments	Cluster moderation Summer 1 phonics assessments	Reports Summer 2 phonics assessments EYFS profile - EOY data
PARENTAL INVOLVEMENT	Dojo involvement Family photos Reading meeting Parents Evening Meet the teacher Coffee morning	Dojo involvement Christmas Fair Nativity in church	Dojo involvement	Dojo involvement Parents Evening Parents with jobs in the emergency services	Dojo involvement	Dojo involvement Reports A cup of thanks Colour run Sports day



# RECEPTION LONG TERM PLAN 2025-2026

BRITISH VALUES	<b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.
SCHOOL VALUES					
KINDNESS	LOVE	RESPECT	FAITH	RESILIENCE	JOY
DEIB & THE PROTECTED CHARACTERISTICS					
<b>Race and religion</b> All are welcome here	<b>Different families</b> The big book of families	<b>Celebrating difference</b> It's ok to be different	<b>Disabilities</b> What happened to you?	<b>Celebrating difference</b> Perfectly Norman	<b>Different families</b> And tango makes three



# RECEPTION LONG TERM PLAN 2025-2026

## SCHOOL VALUES

KINDNESS

LOVE

RESPECT

FAITH

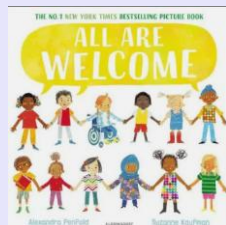
RESILIENCE

JOY

## DEIB & THE PROTECTED CHARACTERISTICS

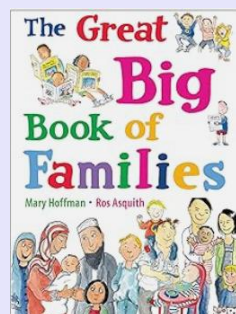
### Race and religion

All are welcome here



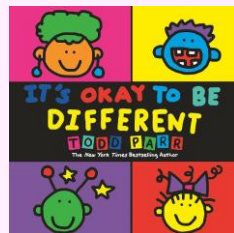
### Different families

The great big book of families



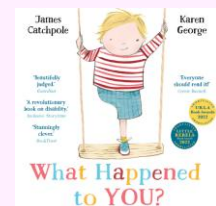
### Celebrating difference

It's ok to be different



### Disabilities

What happened to you

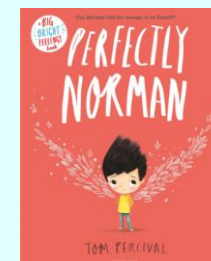


A superpower like mine



### Celebrating difference

Perfectly Norman



### Different families

And tango makes three

