

Reception long term plan							
2025-2026							
In EYFS, we follow a mix of planned activities and continuous provision.		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching themes of the curriculum	Topic	Marvellous me	Lets Celebrate	People Who Care	Growing Up	Our Wonderful World	Under the Sea
	Theme/value	‘Respect yourself’	‘Respect others’	‘Respecting others’	‘Respecting our world’	‘Respecting the environment’	Respecting and protecting our Oceans
	Topic length	7.5 weeks	7 weeks	5.5 weeks	5 weeks	5.5 weeks	7 weeks
	Content coverage	<p>The focus of this topic is to help children develop the basic understanding of routines in the classroom and school from the start to the end of the school day.</p> <p>The topic introduces children to planned adult led activities in story telling, rhyme time and mathematics in short bursts alongside continuous provision.</p> <p>The topic also considers helping children to articulate descriptions of themselves, their family, their home, and their feelings.</p> <p>The purpose of this topic is to help children settle, develop confidence, and to access the learning environment independently.</p>	<p>The focus of this topic is to help children to understand ways in which we can respect, care and celebrate both the school and the local community.</p> <p>This includes understanding these celebrations in our own school and local community. This will include a range of faith-based celebrations such as Diwali, Hannukah, Christmas etc.</p> <p>There will be a focus on the roles and responsibilities that we can have in class.</p> <p>This will also include some early understanding of charity.</p> <p>The purpose of this topic is to help children understand the wider school and local area, and those within it.</p>	<p>The focus of this topic is to widen children’s understanding of the community in wider Britain.</p> <p>This will include an early understanding of public services and the roles they play for us e.g. nursing, police, fire brigade etc.</p> <p>This will also include early understanding of rules, laws and democracy e.g. class voting for the activity of the day.</p> <p>The topic will also include a basic understanding of typical images of British cities, beaches, and countryside.</p>	<p>The focus of this topic is to widen children's understanding about plants, growth, flowers, and materials.</p> <p>This will include information on identified areas that look at life cycles, growing seeds, climate, and growing plants.</p>	<p>The focus of this topic is to give children a wider understanding of the world around us. The children will look at popular holiday destinations at home and abroad.</p> <p>The topic will also consider the language of land, sea and transport – including the ways that people travel across the world.</p>	<p>The focus of this topic is to give children an understanding of the animals that live in our oceans.</p> <p>The focus of this topic is also to give children a wider understanding of environmental issues that impact our oceans and what we can do to make a change.</p>

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	Language coverage	<ul style="list-style-type: none"> Colours – including descriptive colours e.g. blond. Numbers Days of the week Months of the year Basic body parts – eyes, ears, legs, hands, fingers. Basic description – tall, long, short etc. Basic weather – wet, cold, warm etc. Foods – healthy food examples e.g. apples, bananas (in line with snack) and also children’s choices – understanding snack, breakfast, lunch etc. Basic emotions – happy, sad, nervous, excited. Clothes – trousers, shirt, shoes, etc. Family – mum, dad, sister, brother, grandmother, grandfather, etc. R.E. - God, creator, Christian, Bible, religion. P.E. – Balance, control, fast, high, jump, link, low, stretch, pattern. 	<ul style="list-style-type: none"> R.E. - God, Christian, Bible, Christmas, festival, remembrance Respect, love, Koinonia Respect and Care Respect Care Kindness Helping Sharing Friendship Listening Teamwork Community and School Community School Local Celebrate Support Responsibility Celebrations Celebration Remembrance Festival Diwali Hannukah Christmas Special Lights/decoration s Family Birthday Charity Charity Giving Donations Roles and Responsibilities Role Responsibility Understanding Our Bodies Body Health Fitness Exercise 	<ul style="list-style-type: none"> R.E. - special, unique, precious, church, community. Respect and Community Respect Kindness Helping Neighbours Community Together Support Public Services Services Nurse Doctor Police Firefighter (Air) Ambulance Safety Help Rules and Democracy Rule Law Vote Decision Fair Choose Democracy British Places and Symbols Britain City Beach Countryside Landmark Picture Map Travel Explore Celebrations and Traditions Celebration Tradition Festival Culture Community event 	<ul style="list-style-type: none"> R.E. - God, Christian, Jesus, Easter, festival. Respect and Understanding Respect Kindness Culture Community Help Share Plants and Growth Plant Seed Grow Water Soil Sunlight Roots Leaves Flower Garden Observation and Discovery Observe Explore Discover Change Cycle Exploration and Discovery Explore Discover Adventure Journey Place 	<ul style="list-style-type: none"> R.E. – Holy building, God, religion beliefs. Respecting the Environment Respect Care Protect Nature Help Share Materials and Recycling Material Recycle Waste Plastic Paper Glass Metal Bin Transport Transport Travel Vehicle Train Airplane Boat Bicycle Bus Walk 	<ul style="list-style-type: none"> R.E. - God, Holy Books, religion, prayer Respecting Animals and the Environment Respect Care Protect Nature Habitat Wildlife Environment Animals Animal Mammal Bird Reptile Fish Insect Wild Farm Pet Observation and Discovery Observe Explore Discover Change Life cycle

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Bespoke coverage within the themes			<ul style="list-style-type: none">• Strong• Move• Stretch Hygiene and Self-Care <ul style="list-style-type: none">• Wash• Clean• Healthy• Teeth• Soap• Germs• Nutrition				
	Drawing club text/rhymes coverage	The colour monster - Anna Llenas Super duper you - Sophy Henn Just be you! - Karl Newson Only one you - Linda Kranz Perfectly norman - Tom Percival Marvelous me: inside and out - Lisa Bullard That's not my name - Anoosha Syed	Songs from the Nativity A range of traditional nursery rhymes. Dipal's Diwali (Twinkl) Poppy Day - Eliza Berison Mog's Birthday Judith Kerr. A Christmas Story - Brian Wildsmith Eight Nights, Eight Lights - Natalie Barnes & Andrea Stegmaier I Love You More Than Christmas – Ellie Hattie The lonely Christmas tree - Chris Naylor Ballesteros	Busy people: firefighter - Lucy George Topsy and Tim: Meet the Police - Jean Adamson & Belinda Worsley You Can't Call an Elephant in an Emergency - Patricia Cleveland-Peck & David Tazzyman The Jolly Postman or Other People's Letters - Allan Ahlberg & Janet Ahlberg Mr Tick the Teacher Allan Ahlberg & Faith Jaques Doctorsaurus Emi-Lou May & Leire Martin	The Very Hungry Caterpillar The Tiny seed Jack and The Beanstalk Life Cycle of a Chicken and a Frog The Very First Easter The Beginner's Bible Lost and Found Oliver Jeffers The Ocean Gardener Clara Anganuzzi Walking Through the Jungle	The tiny seed – Eric Carle The Extraordinary Gardener - Sam Broughton The Enormous Turnip Katie and the Sunflowers James Mayhew Eco Girl Ken Wilson-Max	My Butterfly Bouquet Nicola Davies & Hannah Peck Tad Benji Davies Gigantic Rob Biddulph The Selfish Crocodile Faustin Charles & Michael Terry The Monkey with a Bright Blue Bottom Steve Smallman & Nick Schon The Ocean Gardener Clara Anganuzzi Eco Girl Ken Wilson-Max

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Phonics	Phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l	Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words	Phase 3 graphemes: review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words, words with s /z/ in the middle, words with –s /s/ /z/ at the end, words with –es /z/ at the end	Phase 4: Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words. Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -est.	Phase 4: Long vowel sounds CVCC,CCVC, CCCVC, CCV, CCVCC. Phase 4 words ending in: -s /s/, -s /z/, -es. Longer words. Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/. Phase 4 words ending in: -s /s/, -s /z/, -es.
Word reading	Tricky words is I the	Tricky words put* pull* full as and has his her go no to into she push* he of we me be	Tricky words was you they my by all are sure pure	Tricky Words Review words previously taught. Secure spelling,	Tricky words said so have like some come love do were here little says there when what one out today	Tricky Words Review all words taught so far. Secure spelling.
Mathematics coverage	Block 1 – Match, sort and compare Block 2 – Talk about measure and pattern Block 3 – It’s me 1, 2, 3	Block 4 – Circles and triangles Block 5 – 1, 2, 3, 4, 5 Block 6 – Shapes with 4 sides	Block 7- Alive in 5 Block 8 – Mass and Capacity Block 9- Growing 6, 7, 8	Block 10 – Length, Height and Time. Block 11- Building 9 and 10. Block 12- Explore 3D Shape	Block 13- To 20 and Beyond Block 14- How many now? Block 15- Manipulate, Compose and Decompose.	Block 16- Sharing and Grouping. Block 17- Visualise, Build and Map. Block 18 – Make Connections Consolidation.
RE coverage	Creation EP resource - Why is God so important to Christians? BAS - Why is the word ‘God’ special to Christians? UC - F1 Why is the word ‘God’ so important to Christians?	Incarnation BAS - Why is Christmas special for Christians? EP - Why do Christians perform nativity plays at Christmas?	BAS - Being special- Where do we belong? EP resource - What makes every single person unique and precious?	BAS - Why is Easter special for Christians? EP resource - Why do Christians put a cross in an Easter garden?	BAS - Which places are specially valued and why?	BAS - Which stories are especially valued and why?

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			UC - F2 Why do Christians perform nativity plays at Christmas?		UC - F3 Why do Christians put a cross in an Easter garden?	
	PE coverage	Gymnastics Unit 1	Dance Unit 1	Manipulation and coordination Unit 1	Body Management Unit 2	Speed and Agility Unit 1
Swimming						
Sports day practice						
Cooperate and Solve Problems Unit 1						
Long term overarching EYFS assessment map						
2024-2025						
Communication & Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Listening, Attention & Understanding	Children understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Children understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Children use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Children enjoy listening to longer stories and can remember much of what happens. Children pay attention to more than one thing at a time, which can be difficult. Children know many rhymes, be able to talk about familiar books, and be able to tell a long story. Children sing a large repertoire of songs.	Children understand how to listen carefully and why listening is important. Children ask questions to find out more and to check they understand what has been said to them. Children listen to and talk about stories to build familiarity and understanding. Children listen carefully to rhymes and songs, paying attention to how they sound. Children engage in story times. Children retell the story, once they have developed a deep familiarity with the text, some as exact	Children understand how to listen carefully and why listening is important. Children ask questions to find out more and to check they understand what has been said to them. Children listen to and talk about stories to build familiarity and understanding. Children listen carefully to rhymes and songs, paying attention to how they sound. Children engage in story times. Children retell the story, once they have developed a deep	Children 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. They make comments about what they have heard and ask questions to clarify their understanding. Children hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.

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				<p>repetition and some in their own words.</p> <p>Children listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Children learn rhymes, poems and songs.</p> <p>Children engage in non-fiction books.</p>	<p>familiarity with the text, some as exact repetition and some in their own words.</p> <p>Children listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Children learn rhymes, poems and songs.</p> <p>Children engage in non-fiction books.</p>		
	Speaking	<p>Children use a wider range of vocabulary.</p> <p>Children develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Children develop their pronunciation but may have problems saying some sounds: r, j, th, ch, and sh.</p> <p>Children can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Children can say multisyllabic words such as ‘Diwali’, ‘Hanukah’ or ‘Christmas’.</p> <p>Children use longer sentences of four to six words.</p> <p>Children are able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Children articulate their ideas and thoughts in well-formed sentences.</p> <p>Children use new vocabulary through the day.</p> <p>Children describe events in some detail.</p> <p>Children use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Children connect one idea or action to another using a range of connectives/conjunctions.</p> <p>Children develop social phrases.</p> <p>Children use new vocabulary in different contexts.</p> <p>Children learn new vocabulary.</p>	<p>Children articulate their ideas and thoughts in well-formed sentences.</p> <p>Children use new vocabulary through the day.</p> <p>Children describe events in some detail.</p> <p>Children use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Children connect one idea or action to another using a range of connectives/conjunctions .</p> <p>Children develop social phrases.</p> <p>Children use new vocabulary in different contexts.</p>	<p>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Children 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>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Children 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>

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Personal, Social & Emotional Development				Children use new vocabulary through the day.	Children learn new vocabulary. Children use new vocabulary through the day.		
	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, 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 children can achieve at school and in later life.						
	Self-regulation	Children talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Children understand gradually how others might be feeling.	Children talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Children understand gradually how others might be feeling.	Children express their feelings and consider the feelings of others. Children identify and moderate their own feelings socially and emotionally. Children think about the perspectives of others.	Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children 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.	Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing self	Children select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen. Children increasingly follow rules, understanding why they are important. Children remember rules without needing an adult to remind them.	Children make healthy choices about food, drink, activity, and tooth brushing.	Children select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen. Children increasingly follow rules, understanding why they are important. Children remember rules without needing an adult to remind them.	Children show resilience and perseverance in the face of challenge. Children manage their own needs in relation to personal hygiene.	Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly.	Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly. Children manage their own basic hygiene and personal

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		Children become increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, etc.		<p>Children become increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, etc.</p> <p>Children make healthy choices about food, drink, activity, and tooth brushing.</p> <p>Children know and talk about the different factors that support their overall health and wellbeing including: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian.</p>		Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building relationships	<p>Children develop their sense of responsibility and membership of a community.</p> <p>Children become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Children show more confidence in new social situations.</p> <p>Children play with one or more other children, extending and elaborating play ideas.</p> <p>Children develop appropriate ways of being assertive.</p> <p>Children talk with others to solve conflicts.</p>	<p>Children develop their sense of responsibility and membership of a community e.g. roles and responsibilities within the classroom/environment.</p> <p>Children show more confidence in new social situations.</p> <p>Children find solutions to conflicts and rivalries, e.g., suggesting alternatives when playing games.</p>	<p>Children develop their sense of responsibility and membership of a community.</p> <p>Children become increasingly outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Children show more confidence in new social situations.</p> <p>Children play with one or more other children, extending and elaborating play ideas.</p> <p>Children find solutions to conflicts and rivalries, e.g., suggesting alternatives when playing games.</p> <p>Children develop appropriate ways of being assertive.</p>	<p>Children build constructive and respectful relationships.</p> <p>Children think about the perspectives of others.</p> <p>Children see themselves as a valuable individual.</p>	<p>Children work and play cooperatively and take turns with others.</p> <p>They form positive attachments to adults and friendships with peers.</p> <p>Children show sensitivity to their own and to others’ needs.</p>	<p>Children work and play cooperatively and take turns with others.</p> <p>They form positive attachments to adults and friendships with peers.</p> <p>Children show sensitivity to their own and to others’ needs.</p>

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Physical Development				Children talk with others to solve conflicts.			
	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. 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 proficiency, control and confidence.						
	Gross motor skills	Children adapt instructions to perform physical actions. Children learn and apply the take-off and landing positions for jumping. Children transfer and move equipment. Children move through and under apparatus.	Children travel across a space in different ways Children develop movement through a range of levels. Children replicate movements by following others and showing balance, coordination and timing. Children perform with expression, sharing creations. Children replicate basic dynamic movements.	Children develop coordination to hit an object with their hand. Children work as an individual and in a pair to explore ball control. Children develop hand-eye and foot-eye coordination. Children control their bodies when working in smaller spaces. Children show coordination and strength to slide beanbags.	Children participate in basic movements developing control. Children develop agility and coordination and apply in a variety of ways. Children develop basic movements such as running and jumping. Children increase confidence when jumping and coordinating different movements. Children develop agility, balance and coordination and begin to apply them in challenging situations. Children begin to engage in cooperative physical activity.	Children work to use speed to improve games. Children travel around at different speeds. Children develop changes of directions in a variety of different games. Children control movements to start and stop efficiently. Children control speed of movements, demonstrating fast and slow. Children perform and try to move in time with the music and stop on cue.	Children move energetically in different ways. Children are able to use balance to negotiate obstacles. Children are physically active for sustained periods. Children develop fundamental movement skills.
	Fine motor skills	Children show a preference for a dominant hand. Children are increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Children use a comfortable grip with good control when holding pens and pencils. Children use one-handed tools and equipment, for	Children 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,	Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

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Literacy		<p>Children further develop the skills they need to manage the school day successfully e.g. lining up queuing and preparing for mealtimes.</p> <p>Children use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>example, making snips in paper with scissors.</p>	<p>scissors, knives, forks and spoons.</p> <p>Children develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>They use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Children begin to show accuracy and care when drawing.</p>	<p>They use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Children begin to show accuracy and care when drawing.</p>	<p>They use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Children begin to show accuracy and care when drawing.</p>
	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
	Comprehension	<p>Children understand the five key concepts about print: print has meaning - print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, and that pages have a certain sequence.</p> <p>Children engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children understand the five key concepts about print: print has meaning - print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, and that pages have a certain sequence.</p> <p>Children engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Children anticipate (where appropriate) key events in stories.</p> <p>Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Children demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Children anticipate (where appropriate) key events in stories.</p> <p>Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
	Writing	<p>Children write some or all of their name.</p> <p>Children write some letters accurately.</p>	<p>Children use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p>	<p>Children form lower-case and capital letters correctly.</p> <p>Children spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Children form lower-case and capital letters correctly.</p> <p>Children spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Children write recognisable letters, most of which are correctly formed.</p> <p>Children spell words by identifying sounds in them and representing</p>	<p>Children write recognisable letters, most of which are correctly formed.</p> <p>Children spell words by identifying sounds in them and representing the</p>

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Mathematics					Children write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Children re-read what they have written to check that it makes sense.	the sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.	sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.						
	Number	Children link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Children experiment with their own symbols and marks as well as numerals. Children count objects, actions, and sounds. Children recite numbers past 5. Children say one number for each item in order: 1,2,3,4,5. Children develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Children know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).	Children link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Children experiment with their own symbols and marks as well as numerals. Children count objects, actions, and sounds. Children recite numbers past 5. Children say one number for each item in order: 1,2,3,4,5. Children develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Children know that the last number reached when	Children link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Children experiment with their own symbols and marks as well as numerals. Children count objects, actions, and sounds. Children recite numbers past 5. Children say one number for each item in order: 1,2,3,4,5. Children develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Children know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).	Children count objects, actions, and sounds. Children recite numbers past 5. Children say one number for each item in order: 1,2,3,4,5. Children subitise. Children link the number symbol (numeral) with its cardinal number value.	Children link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Children experiment with their own symbols and marks as well as numerals. Children count objects, actions, and sounds. Children recite numbers past 5. Children say one number for each item in order: 1,2,3,4,5. Children count beyond ten. Children understand the ‘one more than/one less than’ relationship between consecutive numbers. Children explore the composition of numbers to 10. Children automatically recall number bonds for numbers 0-5 and some to 10. Children compare quantities using language: ‘more than’, ‘fewer than’.	Children count objects, actions, and sounds. Children count beyond ten. Children subitise. Children link the number symbol (numeral) with its cardinal number value. Children understand the ‘one more than/one less than’ relationship between consecutive numbers. Children explore the composition of numbers to 10.

Reception long term plan						
2025-2026						
In EYFS, we follow a mix of planned activities and continuous provision.		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
		<p>Children show ‘finger numbers’ up to 5.</p> <p>Children subitise.</p> <p>Children link the number symbol (numeral) with its cardinal number value.</p> <p>Children understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Children explore the composition of numbers to 3.</p> <p>Children compare quantities using language: ‘more than’, ‘fewer than’.</p>	<p>counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Children show ‘finger numbers’ up to 5.</p> <p>Children subitise.</p> <p>Children link the number symbol (numeral) with its cardinal number value.</p> <p>Children solve real-world mathematical problems with numbers up to 5.</p> <p>Children understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Children explore the composition of numbers to 10.</p> <p>Children begin to recall number bonds for numbers 0-5.</p> <p>Children compare quantities using language: ‘more than’, ‘fewer than’.</p>	<p>Children show ‘finger numbers’ up to 5.</p> <p>Children subitise.</p> <p>Children link the number symbol (numeral) with its cardinal number value.</p> <p>Children solve real-world mathematical problems with numbers up to 5.</p> <p>Children understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Children explore the composition of numbers to 10.</p> <p>Children automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Children compare quantities using language: ‘more than’, ‘fewer than’.</p>		<p>Children automatically recall number bonds for numbers 0-5 and some to 10.</p>

Reception long term plan							
2025-2026							
In EYFS, we follow a mix of planned activities and continuous provision.		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Numerical patterns	<p>Children experiment with their own symbols and marks as well as numerals.</p> <p>Children understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Children describe a familiar route.</p> <p>Children discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Children talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Children extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Children notice and correct an error in a repeating pattern.</p> <p>Children continue, copy, and create repeating patterns.</p> <p>Children make comparisons between objects relating to size, length, weight, and capacity.</p> <p>Children begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’.</p> <p>Children compare length, weight, and capacity.</p>	<p>Children experiment with their own symbols and marks as well as numerals.</p> <p>Children understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Children describe a familiar route.</p> <p>Children discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Children talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Children select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Children combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Children compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Children experiment with their own symbols and marks as well as numerals.</p> <p>Children understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Children describe a familiar route.</p> <p>Children discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Children make comparisons between objects relating to size, length, weight, and capacity.</p> <p>Children begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’.</p>	<p>Children select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p>Children talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Children select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Children combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Children compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Children talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Children extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Children notice and correct an error in a repeating pattern.</p>	<p>Children experiment with their own symbols and marks as well as numerals.</p> <p>Children select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p>Children compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Children understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Children describe a familiar route.</p> <p>Children discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Children continue, copy, and create repeating patterns.</p> <p>Children make comparisons between objects relating to size, length, weight, and capacity.</p> <p>Children begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’.</p> <p>Children compare length, weight, and capacity.</p>

Reception long term plan							
2025-2026							
In EYFS, we follow a mix of planned activities and continuous provision.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
			Children compare length, weight, and capacity.		Children continue, copy, and create repeating patterns. Children make comparisons between objects relating to size, length, weight, and capacity. Children begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’.		
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. 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.						
	Past and present	Children begin to make sense of their own life story and family’s history.	Children begin to make sense of their own life story and family’s history in relation to celebrations they participate in. Children comment on images of familiar situations in the past. Children compare and contrast characters from stories, including figures from the past.	Children compare and contrast characters from stories, including figures from the past.	Children compare and contrast characters from stories, including figures from the past.	Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children understand the past through settings, characters, and events encountered in books read in class and storytelling.	Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children understand the past through settings, characters, and events encountered in books read in class and storytelling.
	People culture and community	Children talk about members of their immediate family and community. Children name and describe people who are familiar to them.	Children to continue developing positive attitudes about the differences between people. Children know that there are different countries in	Children talk about members of their immediate family and community.	Children recognise that people have different beliefs and celebrate special times in different ways.	Children describe their immediate environment using knowledge from observation, discussion, stories,	Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.

Reception long term plan							
2025-2026							
In EYFS, we follow a mix of planned activities and continuous provision.		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<p>the world and talk about the differences they have experienced or seen in photos.</p> <p>Children understand that some places are special to members of their community.</p> <p>Children recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children name and describe people who are familiar to them.</p> <p>Children understand that some places are special to members of their community.</p> <p>Children recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Children recognise some similarities and differences between life in this country and life in other countries.</p> <p>Children draw information from a simple map.</p>	<p>Children recognise some similarities and differences between life in this country and life in other countries.</p> <p>Children draw information from a simple map.</p>	<p>non-fiction texts, and maps.</p> <p>They 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>Children 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>They 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>Children 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>
	The natural world	Children use all their senses in hands-on exploration of natural materials.	<p>Children explore collections of materials with similar and/or different properties.</p> <p>Children talk about the differences between materials and changes they notice.</p> <p>Children talk about what they see, using a wide vocabulary.</p> <p>Children understand the effect of changing seasons on the natural world around them.</p>	Children describe what they see, hear, and feel whilst outside.	<p>Children explore the natural world around them.</p> <p>Children describe what they see, hear, and feel whilst outside.</p> <p>Children recognise some environments that are different from the one in which they live.</p> <p>Children understand the effect of changing seasons on the natural world around them.</p>	<p>Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>They 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>Children understand some important processes and changes in the natural world around them, including the seasons and</p>	<p>Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>They 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>Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Reception long term plan 2025-2026							
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Expressive arts and design						changing states of matter.	
	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
	Creating with materials	<p>Children explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Children develop their own ideas and then decide which materials to use to express them.</p> <p>Children join different materials and explore different textures.</p> <p>Children create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Children draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Children explore colour and colour-mixing.</p> <p>Children play instruments with increasing control to express their feelings and ideas.</p>	Children explore, use, and refine a variety of artistic effects to express their ideas and feelings.	<p>Children explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Children create collaboratively, sharing ideas, resources, and skills.</p>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They share their creations, explaining the process they have used.</p> <p>Children make use of props and materials when role playing characters in narratives and stories.</p>	<p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They share their creations, explaining the process they have used.</p> <p>Children make use of props and materials when role playing characters in narratives and stories.</p>
	Being imaginative and expressive	<p>Children make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Children show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Children sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Children take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Children begin to develop complex stories using small world equipment like animal sets, dolls, and dollhouses etc.</p> <p>Children use drawing to represent ideas like</p>	Children develop storylines in their pretend play.	<p>Children listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>Children watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Children sing in a group or on their own, increasingly matching the</p>	<p>Children invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>They sing a range of well-known nursery rhymes and songs.</p> <p>Children perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Children invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>They sing a range of well-known nursery rhymes and songs.</p> <p>Children perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.</p>

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		Children sing the pitch of a tone sung by another person ('pitch match').	<p>movement or loud noises.</p> <p>Children remember and sing entire songs.</p> <p>Children sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Children sing the pitch of a tone sung by another person ('pitch match').</p> <p>Children create their own songs or improvise a song around one they know.</p> <p>Children sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children respond to what they have heard, expressing their thoughts and feelings.</p>		<p>pitch and following the melody.</p> <p>Children develop storylines in their pretend play.</p> <p>Children explore and engage in music making and dance, performing solo or in groups.</p>	

