



## Reception Long Term Plan 2025- 2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<b>Marvellous Me</b>	<b>Into the woods</b>	<b>On the Move</b>	<b>Let's taste</b>	<b>In the Garden</b>	<b>Beside the Seaside</b>
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Visits/ experiences	<u>Meet the Teacher</u> Baking bread Tractor Visit Year R are welcomed to Church	Visit to the field across the road	Stay and Count begins each week for parents  Keeping safe Visit from someone in community, e.g police officer	Making jam sandwiches  Creating fruit salads	Mr Leyshon to come in and visit- to bring frogs and tadpoles  Learn about nature and the role of Mr Leyshon  Visit to the Old School Garden	Icecream shop- ordering and eating icecreams  Trip to local seaside visit

Literacy Reading Focus	Reading individual sounds Blend sounds into words	Reading individual sounds Blend sounds into words	Read some letter groups that represent one sound (special friends)	Read simple sentences and phrases made up of words containing letter groups and sounds  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.  Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy Reading Comprehension Focus	Handling texts, differences between picture and text  Know print has meaning  Recite rhymes, poems and familiar texts	Follow print, make predictions and use picture clues	Talk about events, retell stories	Respond to texts, retell and answer questions relating to texts  Recall the main parts of a story	Re-enact stories, retell and think about characters' thoughts and feelings  Talk to others about what they've read Give their opinions about a variety of stories

Literacy Writing Focus	Give meaning to marks Begin to form letters correctly	Form lower-case and capital letters correctly more consistently Spell words by identifying the sounds and then writing the sound with letter/s	Write recognisable letters, most of which are correctly formed.			
	Use some of their print and letter knowledge in their early writing	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop	Spell words by identifying sounds in them and representing the sounds with a letter or letters.			
	Write some or all of their name	Re-read what they have written to check that it makes sense.	Write simple phrases and sentences that can be read by others using a capital letter and full stop  Re-read what they have written to check that it makes sense.			
Physical development (fine and gross motor)	Funky fingers, pencil grip, scissor skills, manipulation using tools					
	Uses a range of ways to move appropriately following instruction, e.g. jumping, hopping, sliding, slithering, galloping. Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Uses large construction to build. Is able to	Uses a range of ways to move appropriately following instruction Can climb over, under and through obstacles. Uses large construction to build, can tackle parts of the climbing frame	Can throw, kick, pass and catch a large ball. Able to balance on and off equipment. Can jump safely from a piece of equipment. .	Revise and refine a range of movement skills they have already acquired, eg. rolling, crawling, walking, running, hopping, skipping. Use a range of wheeled resources with confidence and control, eg. balance bikes, trikes, scooters etc	Control of writing tools and equipment, letter formation	Letter formation, manipulation and control

	tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder.					
RWI focus	Teach Set 1 Teach Set 1	Teach Set 1 Blending	Red Ditty Books Blending	Red Ditty Books Set 2	Green Books Red Ditty books Set 2	Green Books Red Ditty books Set 2

Maths (White Rose)	Match and Sort Compare amounts Representing 1,2 and 3 Comparing 1,2 and 3 Composition of 1,2 and 3 Represent numbers to 5 One more and one less Compare size, shape and capacity Exploring patterns Circles and triangles Positional language Shapes with 4 sides Time	Introducing zero Comparing numbers to 5 Composition of 4 and 5 6,7 and 8 Combining 2 amounts Making pairs Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 Compare mass Compare capacity Length and height Time 3-d shape Special awareness patterns	Building numbers Beyond 10 Counting patterns Adding more Taking away Doubling Sharing and grouping Odd and even Deepening Understanding Patterns and relationships Special reasoning Match, rotate, manipulate Compose and decompose Visualise and build Mapping

RE (Understanding Christianity)	<b>CREATION</b> Why is the word 'God' so important to Christians?	<b>INCARNATION</b> Why do Christians perform Nativity plays at Christmas	Which stories are special and why? (New Testament)	<b>SALVATION</b> Why do Christians put a cross in an Easter garden?	Which stories are special and why? (Old Testament)	Which stories are special and why (world faiths) with support from RE today unit
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Understanding the World	<b>Past and Present</b> Talks in detail about family and identifies relationships within the family. E.g. getting to know you activities.	<b>People, Culture and</b> Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events.	<b>People, Culture and</b> Community Recognise that people have different beliefs and celebrate special times in different ways	<b>People, Culture and</b> Community Talk about members of their immediate family and community	<b>Natural World</b> Explore the natural world, making observations, describe what they see, hear and feel whilst outside	<b>People, Culture and</b> Community Talk about the lives of the people around them and their roles in society
			<b>Past and Present</b> Know some similarities and differences between different	<b>Past and Present</b> Understand the past through stories	<b>Culture and Community</b> Know some similarities and differences between the natural	<b>Culture and Community</b> Explain some similarities and differences

		<p>the people around them and their roles in society. E.g People who help us. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. E.g. changes they go through as they grow up. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Talks about the world around and the people and places that are familiar. Talks about the different roles of people within our school and wider community. Knows about some celebrations and is able to talk about how they might be celebrated, Knows that Collective Worship is part of the life of the school community. Talks about some features of a</p>	<p>religious and cultural communities in this country</p> <p>Explain differences and similarities</p> <p><b>Natural World</b></p> <p>Understand some important processes and changes in the natural world including Seasons</p> <p>Explore the natural world, making observations, describe what they see, hear and feel whilst outside</p>	<p>Know some similarities and differences between things in the past and now</p>	<p>world around them and contrasting environments</p> <p><b>Past and Present</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>between life in this country and life in other countries</p> <p><b>Natural World</b></p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> <p>Understand some important processes and changes in the natural world</p>
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		Christian Church and knows that the school is connected			
Expressive Arts and Design	<p>Drawing – early mark-making, self-portraits</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures</p> <p>Colour mixing</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>		