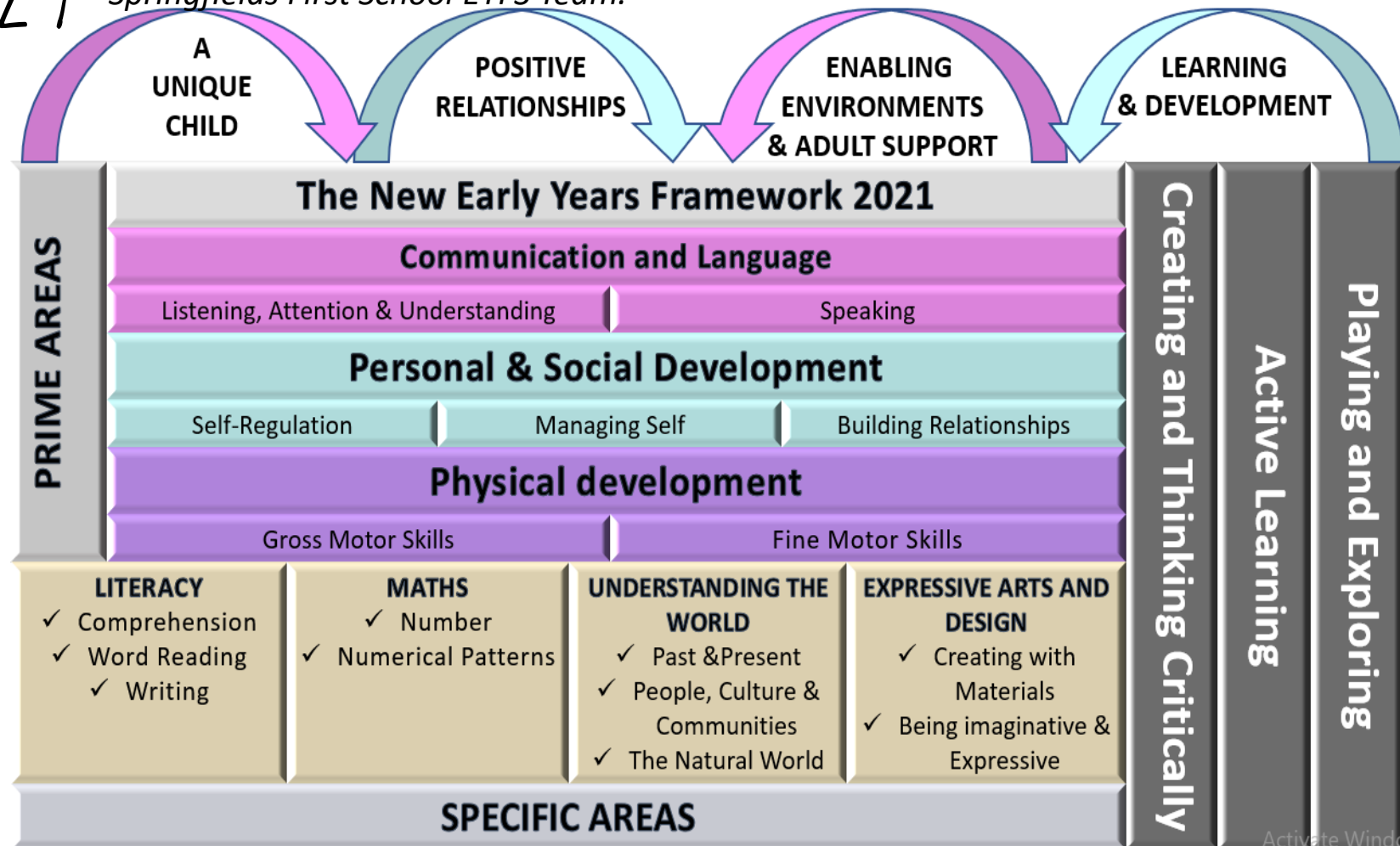


RECEPTION LONG TERM PLAN 26-27

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Springfields, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year."
Springfields First School EYFS Team.

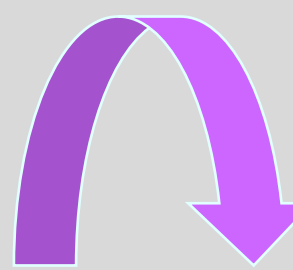
"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."
Springfields First School EYFS Team



RECEPTION LONG TERM PLAN 26-27

A U T U M N 1 	A U T U M N 2	S P R I N G 1  S P R I N G 2	S U M M E R 1  S U M M E R 2
GENERAL THEMES NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	MY BEAR AND ME Starting school / my new class / New Beginnings Seasonal changes My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Routines Toys and teddy bears Traditional tales - Goldilocks	ARE WE NEARLY THERE YET? New Year Seasonal changes Transport through the ages Famous people linked to transport Maps and local area London study – landmarks Traditional tale - Cinderella	ANIMAL MAGIC Seasonal changes Famous conservationists Animals around the world Country studies Healthy lifestyles Changes as I grow and learn Moving on....
POSSIBLE TEXTS AND 'OLD FAVOURITES' LITERACY	We're going on a Bear Hunt. Peace at last. The Bear, non fiction Reception Curriculum Map 2026-2027 ou sleep Little Brown Bear Brown Bear, Where's my	Naught Outing, D All kinds c Reception Curriculum Map 2026-2027 mpy's engineer, an. How	Gigan Pig in Rainb next / Litera Reception Curriculum Map 2026-2027 ood e ladybird heard g life cycle

RECEPTION LONG TERM PLAN 26-27

	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MY BEAR AND ME		ARE WE NEARLY THERE YET?		ANIMAL MAGIC	
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning Playing and exploring: - 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 Active learning: - 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. Creating and thinking critically: - 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.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: 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. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>PLAY: At Springfields First School, 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.’.</i> EYFS Team <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					

RECEPTION LONG TERM PLAN 26-27

	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MY BEAR AND ME		ARE WE NEARLY THERE YET		ANIMAL MAGIC	
OUR VALUES EYFSA ASSEMBLIES These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	Mutual respect 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.	Mutual Tolerance 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.	Rule of law 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.	Individual liberty 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.	Democracy 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.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of half term Set up target tracker Neli assessments	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments Target Tracker data	Cluster moderation ? EYFS team meetings Internal moderations Target Tracker data	Pupil progress meetings Parents evening info EYFS team meetings Target Tracker data Midterm Assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Target Tracker data EOY data
PARENTAL INVOLVEMENT	Staggered Start Parents Evening Expectation meeting Home / School Agreement Home link book Planning and learning with AS	Wow stickers Nativity Maths workshop with EA Observations sent home Home link book Simon's house	Home link book Parents Evening	Home link book Share a story - WBD Stay and learn	Home link book	Full reports Home link book Parents Evening Parent's Picnic/stay and learn -

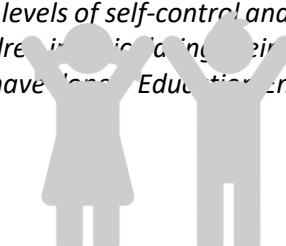


RECEPTION LONG TERM PLAN 26-27

	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MY BEAR AND ME		ARE WE NEARLY THERE YET		ANIMAL MAGIC	
CO M M U N I C A T I O N A N D L A N G U A G E	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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, assemblies and weekly interventions. DA I L Y S T O R Y T I M E	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Oral rehearsal	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.



RECEPTION LONG TERM PLAN 26-27

	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MY BEAR AND ME		ARE WE NEARLY THERE YET?		ANIMAL MAGIC!	
P E R S O N A L, S O C I A L A N D E M O T I O N A L D E V E L O P M E N T	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 .					
M A N A G I N G S E L F S E L F - R E G U L A T I O N	New Beginnings See themselves as a valuable individual. Being me in my world My School Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals Entrust Scheme – Me and my school	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Entrust Scheme – Me and my relationships	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Entrust Scheme- Me and my safety	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on Entrust scheme – Happy and healthy me	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Entrust Scheme – Me and other people	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Entrust Scheme – Me in the world
L I N K T O B E H A V I O U R F O R L E A R N I N G / E X E C U T I V E F U N C T I O N A N D S E L F	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . 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. ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social			“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in making their plans and learning strategies and reviewing what they have done” Education Endowment Foundation. 		



RECEPTION LONG TERM PLAN 26-27

		A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2					
GENERAL THEMES		MY BEAR AND ME		ARE WE NEARLY THERE YET?		ANIMAL MAGIC						
P H Y S I C A L D E V E L O P M E N T FINE MOTOR Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES GROSS MOTOR	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 .											
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Dough Disco Forest school		Threading, cutting, weaving, playdough, Fine Motor activities. 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. Instruct seating posture Dough Disco Forest school		Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors – holding scissors correctly Dough disco Forest school		Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Dough Disco Forest school		Threading, cutting, weaving, playdough, Fine Motor activities. 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 / Draw a cross Dough Disco Forest school		Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Dough disco Forest school	
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Mini Movers Forest School		Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options Forest School Ball games		Fundamental skills - Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle (Fitness Friday). Forest School Mini Movers		Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle (Fitness Friday). Forest School Dance		Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Races / team games involving gross motor movements Forest School Athletics		Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance Athletics Forest School Mini Movers	
	From Development Matters 2021: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 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.											



RECEPTION LONG TERM PLAN 26-27

	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MY BEAR AND ME		ARE WE NEARLY THERE YET?		ANIMAL MAGIC	
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly WORD READING	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)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. 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 Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character.. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to phonics scheme.	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
	Phonic Sounds: Phase 2 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: Phase2/3 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	Phonic Sounds: Phase 3 Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	Phonic Sounds: Phase 3 Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.	Phonic Sounds: Phase 4 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Phonic Sounds: phase 4 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff



RECEPTION LONG TERM PLAN 26-27

A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
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GENERAL THEMES

MY BEAR AND ME

AND WE ARE ALL IN THE GARDEN

ANIMAL MAGIC

WRITING

LITERACY TREE SCHEME
USED AS BASIS FOR
ENGLISH LESSONS

DICTIONARY USED IN
RECEPTION

Reception Curriculum Map 2026-2027					
Theme/Term	Autumn 1		Spring 1		
Writing Root Text	WHERE THE WILD THINGS ARE Maurice Sendak	Bringing the Rain to Kapiti Plain Vera Williams	I AM HENRY PICKARD Henry Pickard	Christmas	
Length	10+ sessions	10+ sessions	10+ sessions		
Outcomes	Own version 'wild thing' narratives Labels, captions, oral retelling, developing a new character	Tourist information leaflets Labels and captions, retellings, simple explanations	Narrative sequence Signs and labels, captions, illustrations, thought bubbles, advertisements, letters of advice		
Theme/Term	Autumn 2		Spring 2		
Writing Root Text	The Tiny Seed Eric Carle	Head Book Day Whole school book focus TBC	I AM NOT EVER NEVER EVER'S TOMORROW Lauren Child	EXTREMELY LAZINESS The Extraordinary Gardener Sam Brighouse	
Length	10+ sessions	1 week	10+ sessions	10+ sessions	
Outcomes	Advice leaflets Labels and captions, advice, retellings, writing in role, narrative letter		Own stories about a funny letter Statements, writing in role, shopping lists	Narrative inspired by the original text Labels, letters of advice, instructions, narratives	
Theme/Term	Summer 1		Summer 2		
Writing Root Text	The Night Photo Peter Harniss and Deborah Allwright		Itsy Bitsy Pip Jones	Oil Drop Kate Gray and Jim Field	
Length	10+ sessions		10+ sessions	10+ sessions	
Outcomes	How to be a pirate guides Writing in role, letters, labels and captions		Simple explanation Signs, letters of advice, lists, labelled diagrams	Own version rhyming narratives Poems of rules, rhyming lyrics, questions, captions and labels	

Reception progression		
Autumn term	Preparation and practice (suggested time 4 weeks)	
	- Teach the 'Ready to write' checklist - Engage in motor development activities - Practise with patterns	
	Unit 1: Practising patterns	- Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) - Up curves, Down curves, Mixed-height curves, Letter C (Week 2) - Spirals, Crosses, Turrets, Diagonals (Week 3) - Zip-zags, Sideways V, Letter X, Triangles (Week 4)
	Teach lower-case letter formation (suggested time 9 weeks)	
	- Teach the lower-case letters in families - Use Assessment for Learning to reteach and review	
	Unit 2: Curly letter family	- c, a, d (Week 5) - g, o, q (Week 6) - e, s, f (Week 7)
	Unit 3: Long letter family	- i, l, t (Week 8) - j, u, y (Week 9)
	Unit 4: Bouncy letter family	- m, n, r (Week 10) - b, p, h (Week 11)
	Unit 5: Zip-zag letter family	- v, w, x (Week 12) - z, k (Week 13)
End or start of term	Assess and review week	Review lower-case letters as needed (Week 14)

Spring term	Teach capital letter formation (suggested time 11 weeks)	
	- Teach capital letters - Review lower-case letters alongside capitals - Use Assessment for Learning to reteach and review	
	Unit 6: Capital letters	- Cc, Aa, Dd (Week 15) - Gg, Oo, Qq (Week 16) - Ee, Ss, Ff (Week 17) - Ll, Ii, Tt (Week 18) - Jj, Uu, Yy (Week 19) Assess and review week (Week 20 - before or after half-term) - Mm, Nn, Rr (Week 21) - Bb, Pp, Hh (Week 22) - Vv, Ww, Xx (Week 23) - Zz, Kk (Week 24)
End or start of term	Assess and review week	Review capital letters as needed (Week 25)

Summer term	Practise in digraphs, trigraphs and words (suggested time 9+ weeks)	
	- Assess and review lower-case and capital letters as needed - Practise letter formation in digraphs and trigraphs - Practise letter formation in words - Use Assessment for Learning to reteach and review	
	Unit 7: Digraphs and trigraphs	- ff, ll, ss (Week 26) - zz, ck, qu (Week 27) - ch, sh, th (Week 28) - ng, nk, ai (Week 29) - ee, igh, oa (Week 30) Assess and review week (Week 31 - before or after half-term) - oo, ar, or (Week 32) - ur, ow, oi (Week 33) - ear, air, er plus Assess and review (Week 34)
End of term	Assess and review week	Week 35 (onwards): Assess and review all letters as needed



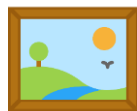
RECEPTION LONG TERM PLAN 26-27

A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
MY BEAR AND ME		ARE WE NEARLY THERE YET?		ANIMAL MAGIC	
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					
					

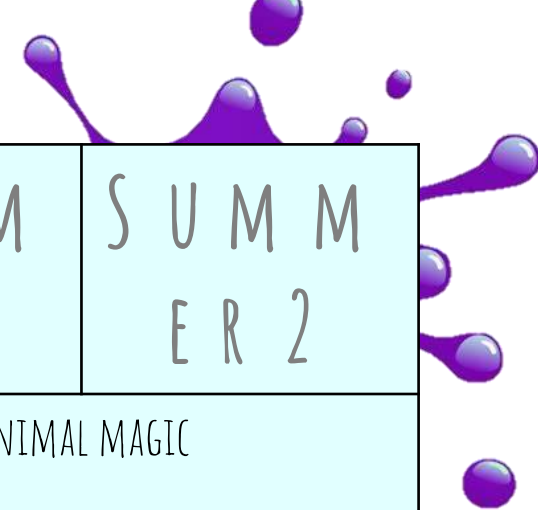
MATHS
*We follow the
White Rose
Maths Scheme in
Reception and
throughout the
school*
Mathematics Mastery

RECEPTION LONG TERM PLAN 26-27

	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MY BEAR AND ME		ARE WE NEARLY THERE YET?		ANIMAL MAGIC	
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and how to form positive relationships.  They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural	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.					
	Online safety Learning about Harvest festival (RE) and Christmas People and communities – how teddies/toys have changed through time. What are toys/teddies made of? Bears around the world – where are they found? Locate on maps. Autumn – changing seasons – what do we see? Making porridge for Goldilocks and tasting it – adding liquids Baking Bear biscuits – link to Children in Need Toys in the past and present – Christmas presents in the past. Night time routines – do you cuddle your bear? Christmas, Remembrance Sunday, Diwali, Harvest, Hannukah Lights and shadows – link to Can’t you sleep Little Bear Create a map of the Three Bear’s wood		Location scouts – talk about features of their own environments. Recommend places for bridges, houses or hideouts, mapwork. How could we make the environment better? Locate Yarnfield and London on a map Create a group map of the Naughty Bus’ journey Small world- London play Vehicles from the past Transport around the world Famous people from history – Amelia Earheart First woman in space – Mae Jemison Looking at how things move, forces — push and pull – ramps science experiment Beebots Chinese New Year celebrations Spring changes RE- Entrust scheme- Relationships, church celebrations Online Safety		RE – creation and the natural world Ourselves – our bodies; senses, body parts, bones Our families; who’s who, other families, how we change Growing our cress/vegetables/beans 5 senses – food tasting My baby – picture cards of parent and baby animals to match up Looking after pets Mini beast hunts Owl Baby bags Animals in different habitats – sea, desert, polar regions etc Learn how animals adapt to environments. Small world play – ocean, habitats comparison, dinosaurs What do we get from animals? Summer changes Online Safety	
	Identify and ask questions about customs associated with particular religious communities Harvest	Explore stories about the lives and teachings of key religious figures Diwali Hannukah Christmas	‘Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies’ Ash Wednesday / Shrove Tuesday St David’s Day	‘Find out about ways in which sacred texts are regarded, read and handled by believers Palm Sunday Passover Easter Start of Ramadan	Ask and respond imaginatively to questions about things that are interesting or puzzling in the world’ Eid Shavuot	Helping others: Develop an awareness of a variety of ways in which people might help in a church and of the Christian teaching to help others.

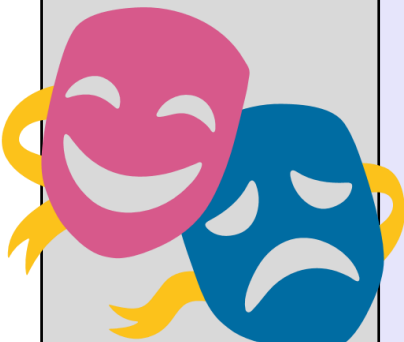


RECEPTION LONG TERM PLAN 26-27



	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MY BEAR AND ME		ARE WE NEARLY THERE YET?		ANIMAL MAGIC	
E X P R E S S I V E A R T S A N D D E S I G N	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. 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.					
	Singing and experimenting with body percussion and instruments – Sparkyard lessons Make props for a bear hunt – binoculars, maps Design an outfit for their teddy Making patterns for different settings in the Bear Hunt Make own Bear Mask using paper plates Paint own bear Make a split pin bear Make a stuffed toy decoration		Singing and experimenting with body percussion and instruments – Sparkyard lessons Painting a character from a story. Create a model of a vehicle from salt dough Build vehicles using lego, duplo etc Create own copy of a London building – junk modelling Track printing Dressing up magic carpet ride – where will it take us?		Singing and experimenting with body percussion and instruments – Sparkyard lessons Seed shakers – yoghurt pots, dried seeds and beans Paint their own animal after animal encounter Role play area African sunset pictures using stencils and water colours Design and make a pet rock –Lit Dinsoaur printing Rainbow fish- scales and pattern Pointillism butterfly	

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





RECEPTION LONG TERM PLAN 26-27

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
ELG: Listening, Attention and Understanding 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension 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, non-fiction, rhymes and poems and during role-play. ELG: Word Reading 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. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; 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. ELG: Numerical Patterns 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. 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.