# Reception Long Term Plan 2026-2027

| | Autumn | | Spring | | Summer | |
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| **Our Enquiry Unit**<br><br>Personal, social and emotional development<br><br>Communication and language development<br><br>Physical development<br><br>The world<br><br>People and communities<br><br>Past and Present<br><br>Creating with Materials<br><br>Expressive Arts | **What makes me Unique?**<br><br>That everyone has their own unique qualities.<br><br>There are many ways people look including skin colour, hair type, size.<br><br>The name of our town, county and country.<br><br>That family can be made up in lots of different ways.<br><br>The names of my family members and being able to describe why they are special to me.<br><br>That our families help us to feel safe and secure<br><br>That I can make good choices about what I eat, my exercise and hygiene.<br><br>There are many different emotions and there are skills which can help us to manage these. | **How do children celebrate around the year?**<br><br>Know about differences including race, religions, culture and family.<br><br>Understand that we celebrate in different ways.<br><br>The day, month, and year I was born.<br><br>My favourite celebration and how this may differ to somebody else.<br><br>Know the name of a variety of different celebrations from my own community and the wider community.<br><br>Know how to manipulate a range of materials to create artefacts. | **Can penguins sit down?**<br><br>That animals live around the world and need certain conditions to thrive.<br><br>That animals have different features which are unique and purposeful to them.<br><br>Penguins live in the southern hemisphere and polar bears live in the northern hemisphere.<br><br>Penguins are birds although they have features of mammals and fish.<br><br>That animals have an impact on animal habitats, and we can help make this better.<br><br>That we know about other habitats due to human explorers. | **Where does the sky go?**<br><br>That we can contribute to the health of our planet.<br><br>That we live in England, and this is part of the world.<br><br>The world is made up of continents and seas.<br><br>Each continent is made up of different countries.<br><br>That we live on Earth, and this is a planet.<br><br>There are different types of weather and this changes from season to season.<br><br>That humans create technology to explore and learn more about the universe and this has adapted over time. | **Why do bees buzz?**<br><br>That bees help flowers to grow through pollination.<br><br>Honeybees are the only species that make honey-7 species of honeybee.<br><br>Identify 4 common British birds-Wren, Sparrow, Blackbird, Chaffinch.<br><br>That mini beasts all have unique characteristic.<br><br>That living things contribute to the cycle of life in our world.<br><br>That we can contribute to the life cycle of our world through the choices we make.<br><br>To know that there are different materials which can be used in a variety of ways. | **What makes Britain special?**<br><br>To know that the United Kingdom is made up of England, Ireland, Wales and Northern Ireland.<br><br>To know some key features of the UK-such as the coastline, woodlands and the 4 seasons.<br><br>To know about some key structures of the UK including emergency services, transport and healthcare (people who help us)<br><br>To know some famous Landmarks/Historical figures and Artists of the UK.<br><br>Know there are different types of performance art-and talk about how this makes them feel. |

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| **Happy, Healthy, Safe and Secure** | **We are learning to….**<br><br>● Label a range of positive and negative emotions.<br>● Share and take turns with others.<br>● Understand that sometimes there are rules to follow to help us to play and learn safely and with kindness.<br>● Ride a bike with balance and control]<br>● Put on our coat and zip it up. | | **We are learning to…**<br><br>● Identify an emotion we are feeling and talk about why.<br>● Play cooperatively with others and begin to manage small conflicts in play.<br>● Name and talk about our school rules and values and how these help us to play and learn safely and with kindness.<br>● Put on shoes and socks independently.<br>● Brush own teeth and talk about the importance of dental hygiene.<br>● Use the toilet independently and talk about the importance of hand washing | | **We are learning to….**<br><br>● Understand that our actions affect others and begin to use strategies to self-regulate when we have strong emotions.<br>● Follow the school rules, showing our learner values towards ourselves and others.<br>● Ride a bike with pedals.<br>● Get dressed independently.<br>● Talk about and make healthy food choices. | |
| **Communication, Language and Reading comprehension** | **We are learning to…**<br><br>Listen carefully to stories.<br><br>Handle books with care.<br><br>Join in with songs, rhymes, and repeated phrases in stories.<br><br>Make up stories in our play.<br><br>Know print is read from left to right.<br><br>**Our books include**<br><br>Our House: Michael Rosen<br><br>The Magic Hair Swap.Michelle Hulmes | **We are learning to…**<br><br>Talk about and answer questions about fiction and non-fiction books.<br><br>Talk about events, feelings, main characters, where a story is set and recognise links to our own life experiences.<br><br>Use talk to clarify thinking, ideas and feeling.<br><br>**Our books include**<br><br>The Jolly Christmas Postman: Janet Ahlberg<br><br>Rama and Sita: Malachi Doyle | **We are learning to…**<br><br>Predict and anticipate key events based on illustrations, story content and title.<br><br>Understand the structure of a non-fiction book is different from a fiction book.<br><br>Act our familiar stories in our play.<br><br>**Our books include**<br><br>Poles apart-Jeanna Williams<br><br>Penguin small-Mick Inkpen | **We are learning to…**<br><br>Retell stories in the correct sequence using story language.<br><br>Say how we feel about stories and poems.<br><br>Independently access the features of a non-fiction book.<br><br>Use ideas and language from stories in our play.<br><br>**Our books include**<br><br>Here We are-Oliver Jeffers<br><br>How to catch a star-Oliver Jeffers | **We are learning to…**<br><br>Correctly sequence a story or event using pictures and/or captions Respond to questions about how and why something is happening.<br><br>Know the difference between several types of texts (fiction, nonfiction, poetry)<br><br>**Our books include**<br><br>Bumble bear-Nadia Shireen<br><br>Wilbee the bumblebee-Craig Smith<br><br>Nat geographic bees | **We are learning to…**<br><br>Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.<br><br>Innovate a known story Recall the main points in text in the correct sequence, using own words and including new vocabulary.<br><br>Talk about themes of simple texts e.g. perseverance, good vs evil<br><br>**Our books include** |

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| | An African Princess:Lyra Edmonds<br><br>Kindness is my superpower Alicia Ortego<br><br>You can do anything Tyrone: Lenny Henry<br><br>**Traditional Tale**: Goldilocks and the Three Bears | Celebrations around the World: Katy Halford<br><br>**Traditional Tale:** Gingerbread Man | Lost and Found-Oliver Jeffers<br><br>The Journey Home:Frann Preston-Gannon<br><br>Animal disguises-Belinda Weber<br><br>Our amazing penguin world: Kay De Silva<br><br>**Traditional Tale**: Jack and the Beanstalk | Man on the Moon-a day in the life of Bob<br><br>Look up-Nathan Bryon<br><br>The darkest of dark Chris Hadfield)<br><br>Little books Big people: David Attenborough<br><br>Weather watchers-non-fiction<br><br>**Traditional Tale:** The 3 Little Pigs | Mad about minibeasts<br><br>Sylvia and Bird-Catherine Ryner<br><br>Katie and the sunflowers-James Mayhew<br><br>**Traditional Tale:** Little Red Riding hood | Little people Big Dreams-John Lennon<br><br>A first book of the seashore-Nichola Davies<br><br>Katie in London-James Mayhew<br><br>There was a wee lassie who swallowed a Midgie-Rebecca Colby<br><br>Coming to England-Floella Benjamin<br><br>Here to help-non-fiction set of books<br><br>Non-fiction-Great Britain<br><br>**Traditional tale:** Little Red Hen |

| **Phonics**<br><br>We follow FFT -Success for All Systematic Synthetic Phonics Programme | **We are learning…**<br><br>The grapheme phoneme correspondence for<br><br>***s,a,t,p,i,n,m,d,g,o,c,ck***<br><br>Blend phonemes together to read simple words such as pan, tap, duck | **We are learning…**<br><br>The grapheme phoneme correspondence for<br><br>***e,u,r,h,b,f,ff,ss,ll,j,v,w,x,y, z***<br>***Read red words:***<br>*the I he she is to go of as we are you into*<br><br>Blend phonemes together to read simple words such as hen, huff, zip | **We are learning…**<br><br>The grapheme phoneme correspondence for<br><br>***zz,qu,ch,sh,th,ng,ai,ee,ig h***<br><br>***Read red words:***<br>*be me his no so has do her my by ask our*<br><br>Blend phonemes together to read simple words and sentences such as<br>'*Ben is fixing his train track.'* | **We are learning…**<br><br>The grapheme phoneme correspondence for<br><br>***oa,oo,oo,ar***<br><br>***Read red words:***<br>*says they said was were put all there like*<br><br>Blend phonemes together to read sentences such as<br>'*Let's put our coats and boots on.'* | **We are learning…**<br><br>The grapheme phoneme correspondence for<br><br>***or,ur,ow,oi,ear,***<br><br>***air,ure,er***<br><br>***Read red words:***<br>*here where today when what come some friend school out*<br><br>Blend phonemes together to read sentences such as<br>***'****Pip waited and just looked at him.'* | **We are learning…**<br><br>The grapheme phoneme correspondence for<br><br>***one once your love house full little***<br><br>Blend phonemes together to read sentences such as<br>***'****The fair comes just once a year'*. |
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| **Writing** | That writing can be used for a purpose<br><br>Form the letters of the alphabet correctly<br><br>Begin to write down initial sounds and CVC words to match a label or picture. | Understand that thoughts and stories can be written down.<br><br>Form the letters of the alphabet correctly.<br><br>Write cvc words using known GPCs | Independently uses known GPCs to write labels or simple sentences to match a picture.<br><br>Write dictated words and simple sentences using known GPCs and red words | Orally compose a sentence and hold it in memory before attempting to write it down.<br><br>Write words and sentences using known GPCs and red words.<br><br>Match uppercase and lowercase letters and begin to use these accordingly | Write sentences and a range of text forms using known GPCs and red words!<br><br>Write different text forms for different purposes (e.g., lists, stories, instructions | Begin to discuss features of our own writing e.g. used a noun, connective, full stop,<br><br>Write sentences and a range of text forms using known GPCs and red words |

| **Maths**<br><br>We follow the NCETM mastering Number scheme of work enhanced by CAN DO Maths | **We are learning to….**<br><br>Subitise<br><br>To count accurately using 5 principles of counting.<br><br>Talk about 3d shapes and their properties.<br><br>Compare shapes using mathematical vocabulary. | **We are learning to ….**<br><br>Subitise.<br><br>To count to 10 accurately using 5 principles of counting.<br><br>Use a number track to problem solve.<br><br>Understand the composition of numbers to 5. | **We are learning to ….**<br><br>Subitise.<br><br>The composition of numbers from 2-6 (part/whole/one more or one less, using number facts to add and takeaway).<br><br>Be aware of, create and continue repeated patterns. | **We are learning to ….**<br><br>Subitise<br><br>Compare amounts. Identify more/less and find this on a number track. Order numerals.<br><br>The composition of 7-8 Sequence (daily routine, events, stories).<br><br>Know that shapes can be combined or decomposed to create new shapes.<br><br>Understand odd and even. | **We are learning to ….**<br><br>Subitise.<br><br>The composition of numbers from 9 and 10 (part/whole/one more or one less, using number facts to add and takeaway).<br><br>Know double facts, even facts and use this knowledge to solve problems | **We are learning to ….**<br><br>Subitise.<br><br>Share into equal groups.<br>Recall number facts including the composition of numbers up to 10.<br><br>Use our Maths knowledge to solve a range of real-life problems.<br><br>Consolidate our learning around shape, space, and measures. |
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| **P.E**<br><br>We follow the Get Set 4 PE scheme of work. | **Introduction to PE**<br><br>**We are learning to….**<br><br>**Physical:** Run, jump, hop, skip, balance, crawl, roll, skip<br>**Social**: Share, communication, work safely, cooperation, support others<br>**Emotional:** Independence, perseverance, confidence, honesty<br>**Thinking:**Select and apply actions, comprehension, reflection, make decisions, creativity | **Fundamentals**<br><br>**We are learning to….**<br><br>**Physical:** Balance, run, jump, hop, change directions, travel<br>**Social:** Work safely, support others, take turns, share, cooperation<br>**Emotional:** Honesty, determination, acceptance, perseverance<br>**Thinking:** Select and apply, comprehension, decision making, exploration | **Dance**<br><br>**We are learning to….**<br><br>**Physical:** Actions, dynamics, space<br>**Social:** Work safely, respect, collaboration<br>**Emotional:** Independence, confidence<br>**Thinking:** Select actions, recall, provide feedback, creativity, exploration, comprehension | **Gymnastics**<br><br>**We are learning to….**<br><br>**Physical:** Balance, shapes, rocking, rolling, jumps, travel<br>**Social:** Work safely, collaboration, take turns, share, cooperation, support others<br>**Emotional:** Confidence, determination<br>**Thinking:** Select and apply, creativity, comprehension | **Ball Skills**<br><br>**We are learning to….**<br><br>**Physical:** Roll, stop a rolling ball, throw, bounce, catch, dribble, kick<br>**Social**: Work safely, cooperation, support others, collaboration<br>**Emotional:** Independence honesty, perseverance<br>**Thinking:** Comprehension, Use tactics | **Games**<br><br>**We are learning to….**<br><br>**Physical:** Balance, run, jump, throw, change direction, catch<br>**Social:** Work safely, support others, take turns, share, cooperation<br>**Emotional:** Honesty, determination, acceptance, perseverance, manage emotions<br>**Thinking:** Select and apply, comprehension, decision making, exploration |

**Throughout all our teaching and learning the Characteristics of effective teaching and learning are at the centre of all we do….**

- Playing and exploring: Children investigate and experience things, and 'have a go'.
- Active learning: Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically: Children have and develop their own ideas, make links between ideas, and develop strategies for doing things