

Reception Long Term Plan 2025-2026

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| General themes <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i> | <u>I wonder what changes?</u> Autumn & Harvest How do fruit and vegetables change? Healthy eating How have I changed? I wonder who I am? My family, My feelings, pets Settling into our new learning environment (Whole body listening song) Learning how to be a good friend British Values: Individual Liberty | <u>KS1 link- I wonder how we celebrate?</u> Halloween, Bonfire night, Diwali, Christmas Writing Letters and lists to Father Christmas The Nativity Sharing photographs of special occasions I wonder how it works? Toys past and present- in preparation for year 1 British Values: Democracy Money matters: Costing and value (purchasing toys) | <u>KS1 Link-I wonder what is out there?</u> Cold places and space North and South pole Arctic animals- bears and penguins Where do we live? Where have you been in the world? British Values: Rule of Law | <u>I wonder what happens next?</u> Fairy tales & Superheroes Healthy eating and healthy body including brushing teeth I wonder who helps me? When I grow up... People who help me including firefighters, police officers and nurses British Values: Mutual Respect Money matters: Savings | <u>KS1 link- I wonder who lives there?</u> Habitats linked to minibeasts, farm animals, our homes Homes- past and present and homes around the world I wonder what creeps and crawls? Minibeasts, lifecycles and habitats British Values: Tolerance | <u>I wonder what floats?</u> Boats, transport and the seaside Looking after our planet- plastic in the ocean (clem and crab) Transition into year 1-wellbeing focus Who were the Wright brothers? Vehicles-past and present Money matters: Fund raising (Reception cake sale) |
| Possible Focus texts and drawing club texts | The Little Red Hen Handa's surprise Oliver's Vegetables The Enormous Turnip The Scarecrows Wedding Owl Babies Leaf Man The colour monster- PSED Rosies walk- prepositions and positional language | Room on the Broom Pattan's pumpkin The Gingerbread man (linked to Christmas baking) Stickman & Stanley's stick Traction Man Lost in the Toy Museum Elmer (Celebrating differences) Christmas stories: Dear Santa | The Naughty Bus We're Going on a bear hunt Penguin small Penguin Huddle Whatever Next You choose in space The Way Back Home How to catch a star/ Star in a Jar The smegs and the smoos (shape) | Supertato & The Evil Pea Superworm On the way home Super-duper me The red bottomed robber Shhh! Zog and the flying Doctor The odd egg We're going on an egg hunt | I'm going to eat this ant Ahh! Spider The very hungry Caterpillar Mad about minibeasts The Journey home A squash and a Squeeze Farmer Duck Farmer: People who help us Egg drop | Silly Doggy & The Tiger who came to tea Mr Gumpy's Outing Mrs Armitage on Wheels The lighthouse keepers lunch snail and the whale Aqua Boy The boy and the octopus (boosting elf-esteem) Possible pirate theme- pirates love underpants |
| 'Wow' moments/ Enrichment weeks | Introduce Chatter Box Introduce Helicopter stories Funky finger workshop during phonics presentation Learning about people who help us in school | Nursery rhyme week with KS1 Road safety and Bonfire night safety- Talk from PCSO/ firefighter Christmas Craft morning/ Christmas story session Diwali Celebrations Anti-Bullying week Christmas performance Remembrance Sunday Celebration photos | Begin Secret readers Chinese new year-Goldy Luck and the three pandas/ The runaway wok Valentine's day- who cares for us? Kindness week- Norris the bear who shared/ caring for the environment-making bird feeders Internet Safety day Story telling week | Easter Mother's Day- celebration in school Science week (egg experiment) Easter egg hunt with our buddies What do I want to be when I grow up? Visit from PCSO and other jobs including doctor and vet (with help from parents) Superhero day! | Trip to the farm- Visit from a farmer? Minibeast hunt Litter picking- 'clean up' and 'one plastic bag' texts Introduce story review sessions (Babble about Brilliant Books-BBB) | Writing invitations for our buddy's to join us for a tea party KS1 picnic at the park Father's Day- stay and play session Sports Day 30 days wild Seaside day/ pirate day |
| Writing progression | Draw freely and give meaning to marks. Begin to copy own name. Explore writing tools with increasing control. Begin to say aloud what they want to write. | Write name independently. Write labels and captions with adult support. Begin to form lowercase letters correctly. Hear and write initial sounds in words. | Begin to write short sentences using known sounds. Use finger spaces and write simple CVC words. Say and hold a sentence before writing. | Write more independently with growing fluency. Use simple sentence structures (e.g. I can see...). Apply Set 1 SF and Set 2 phonics to spell unknown words. | Write for different purposes (lists, cards, labels, stories). Begin to use capital letters and full stops. Use some common exception words. | Re-read and improve own writing with support. Use full sentences with finger spaces and some punctuation. Create simple stories and recounts. |

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| Maths focus | Mastering Number: Subitising & Early Number Skills | Mastering Number: Counting & Number Composition | Mastering Number: Number Composition & Doubles | Mastering Number: Patterns & Number Sequences | Mastering Number: Counting & Representing Numbers | Mastering Number: Subitising & Number Sense |
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| | <p>Know when to subitise or count.</p> <p>Subitise numbers to 5 in different ways (e.g. frames, fingers).</p> <p>Make and describe number arrangements within 5.</p> <p>Spot smaller numbers within larger ones.</p> <p>Match quantities to numerals.</p> <p>Compare groups and explore simple doubles.</p> <p>White Rose: Matching, sorting & Patterns</p> <p>Match and sort objects by shape, size, or type.</p> <p>Compare size, mass, and capacity.</p> <p>Copy and create simple AB patterns.</p> | <p>Count and subitise beyond 5.</p> <p>Find missing parts in numbers to 5.</p> <p>Explore doubles using a 10-frame.</p> <p>Compare groups, even with different attributes.</p> <p>Understand number size (e.g. 8 is more than 2).</p> <p>Use the word ‘whole’ when describing objects.</p> <p>White Rose:2D shapes</p> <p>Name and explore circles and triangles.</p> <p>Explore shapes with 4 sides (square, rectangle).</p> <p>Use shapes to make pictures and patterns.</p> | <p>Match quantities to numerals.</p> <p>Understand 6 and 7 as “5 and a bit” using fingers and frames.</p> <p>Compare equal and unequal groups.</p> <p>Begin to see two equal groups as doubles.</p> <p>Use finger patterns to support doubles.</p> <p>White Rose: Measure</p> <p>Compare mass (heavier/lighter) and capacity (full/empty).</p> <p>Compare length and height using simple language.</p> <p>Begin to talk about time (before/after, now/next)</p> | <p>Sort odd and even numbers by shape or pattern.</p> <p>Continue verbal counting beyond 20.</p> <p>Explore the counting staircase – link counting order to quantity.</p> <p>Order numbers and play simple number track games.</p> <p>Deepen understanding of cardinality and ordinality (how many and position).</p> <p>White Rose:3D shapes and Patterns</p> <p>Name and explore 3D shapes (cube, cone, sphere, etc.).</p> <p>Find shapes in the environment.</p> <p>Continue and create more complex patterns.</p> | <p>Count larger sets, actions, and sounds.</p> <p>Use 10-frames to show numbers and doubles.</p> <p>Compare quantities with different attributes.</p> <p>Understand how much more or less one number is than another.</p> <p>Begin to generalise “one more” and “one less” within 10.</p> <p>White Rose: Patterns, positions and maps</p> <p>Identify pattern units and make own patterns.</p> <p>Use positional language (in, on, under, etc.).</p> <p>Build and describe simple scenes and maps.</p> | <p>Decide when to subitise or count.</p> <p>Develop deeper subitising using tools like the rekenrek.</p> <p>Strengthen conceptual subitising (seeing parts within a whole).</p> <p>Continue using varied representations to build number confidence.</p> <p>White Rose: Recap</p> <p>Revisit and apply shape, pattern, and measure skills.</p> <p>Use maths in real-life and play contexts.</p> |
| You may see Science through... | <p>Autumn walk</p> <p>Planting Bulbs</p> <p>Baking bread</p> <p>Fruit and Vegetable tasting</p> <p>Habitats; nocturnal animals</p> <p>Understanding the vocab same and different</p> | <p>Explore melting linked to ‘The Snowman’</p> <p>Explore and ask questions about the natural world- pick a tree to observe</p> | <p>Winter Walk</p> <p>Earth & Space; Learn about the different planets in the solar system</p> <p>Ice experiments</p> | <p>Spring Walk</p> <p>Life cycle of a frog- oi frog! Possibility of having tadpoles</p> <p>Growing runner beans</p> <p>Planting wildflowers for the bees and butterflies- The bee man</p> | <p>Summer walk</p> <p>Growing our own caterpillars</p> <p>Releasing our butterflies</p> <p>Minibeast hunts</p> <p>Materials; how can I protect an egg?</p> <p>Possibility of having our own chicks?</p> | <p>Materials; Consider the best material to create a boat/ aeroplane</p> <p>Exploring the life cycle of plants- clearing our garden finding what we have grown, roots and decay</p> |
| You may see History through... | <p>Our legacy; My family and how I have changed</p> <p>Can I discuss the differences I notice between myself now and as a baby?</p> <p>Can I name the members of my immediate family and people in the community who help me, including school staff?</p> <p>I am brave (black history month) Black history Month- Martin Luther king- dreams and goals- what do I want to be when I grow up?</p> | <p>Dolls and Action figures; then and now</p> <p>Can I understand and apply the meaning of the word ‘past’?</p> <p>Read: Ways into History- Toys and Games</p> | <p>The story of the first man on the moon</p> <p>Texts: Astro girl, on the moon, the man on the moon</p> <p>Can I continue to develop my understanding of the past and understand how a person’s actions can affect the present day?</p> <p>Can I understand who Neil Armstrong is and why he is important?</p> | <p>Traditional Tales</p> <p>Texts: That rabbit belongs to Emily Brown)</p> <p>How have book characters and illustrations changed over time?</p> <p>Can I understand the past through settings, characters and events encountered in books read in class and storytelling?</p> <p>Can I understand what a King and Queen is and what their role is?</p> | <p>Homes; then and now</p> <p>Can I understand and discuss how homes have changed over time?</p> | <p>The First Flight: Learning about the Wright brothers first flight and making our own aeroplanes</p> <p>Visit from Gordon McClean</p> <p>Can I name some similarities and differences between things in the past and now, linking this to the Wright Brothers?</p> |
| You may see Geography through... | <p>My School</p> <p>Creating messy maps of our school and local environment after going on a walk.</p> | <p>My Village</p> <p>Walk to the shop to buy stamps and to the post box to post letters to Father Christmas</p> | <p>Cold places; North & South Pole</p> <p>Dear Polar Bear- know there are other countries and compare similarities and differences of bears and their habitats</p> | <p>Colour hunt in the outside environment- egg boxes</p> | <p>Sharing family holiday photographs and discussing similarities and differences</p> | <p>Placing America in a map linked to the Wright Brothers</p> <p>Can I locate America on a map?</p> |

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| | <p>Name some features of our school and local environment</p> <p>Know who helps us in our school community</p> <p>Can I name the school that I attend and the village it is located in?</p> <p>Can I name some simple features within the school grounds?</p> <p>Can I describe features I can see in the illustrations from the text ‘Handa’s surprise’ and make comparisons to where I live?</p> | <p>Create journey sticks to describe an event</p> <p>Santa is coming to Cheshire-Maps with key features</p> <p>Can I begin to identify man-made and natural features?</p> | <p>Can I begin to locate the UK on a map?</p> <p>Can I locate the North and South Pole on a globe?</p> <p>Can I explore features of the natural world during the winter season including ice?</p> <p>Can I compare and contrast features of other countries with our own?</p> | | <p>Understand that people from different countries speak different languages</p> <p>Can I discuss and compare photographs of our chosen tree to observe seasonal change over time?</p> <p>Can I name all four seasons and describe features of each?</p> | |
| You may see DT, Art and music through... | <p>Artist focus: Piet Mondrian</p> <p>Primary colours focus</p> <p>Drawing self portraits</p> <p>Creating smoothies/ vegetable soup- Healthy eating</p> <p>Sing and perform nursery rhymes</p> <p>Music: Exploring sound</p> | <p>Artist focus: Georgia O’Keefe- Poppies</p> <p>Sing and perform- Christmas</p> <p>Watch and discuss the snowman performance</p> <p>Explore instruments- classroom stage</p> <p>Experiment with different textures- wrapping</p> <p>Music: Celebration music</p> | <p>Artist focus: Patrick Heron</p> <p>Creating our own ‘space’ paintings taking inspiration from abstract art</p> <p>Making bird feeders- explore how to join materials</p> <p>Begin to join music assembly to engage with a range of musical genres</p> <p>Music: Music and Movement</p> | <p>Artist focus: Paul Klee (castles)</p> <p>Observational drawings of daffodils- Artist focus: Georgia O’Keefe</p> <p>Creating our own supertatoes</p> <p>Music: Musical Stories</p> | <p>Artist focus: Henri Matisse (Snail)</p> <p>Begin ‘Music Mondays’ where we listen to and discuss different genres of music</p> <p>Making minibeast homes collaboratively</p> <p>Music: Big Band</p> | <p>Making our own boats and testing them out</p> <p>Making dream catchers; transition</p> <p>Watercolor focus- deep blue sea</p> <p>Music: Transport</p> |
| You may see computing through... | <p>Routines and Technology</p> <p>Sequence daily tasks using time vocabulary. Explore classroom and home technology. Discuss healthy screen habits.</p> | <p>Photos and Communication</p> <p>Take and view photos using iPads. Send emails with support.</p> <p>Use drawing apps and explore simple digital tools including the IWB.</p> <p>Introduce a sensible amount of screen time</p> <p>Engage with technology from the past</p> | <p>Instructions and Problem Solving</p> <p>Give instructions using direction words.</p> <p>Play ‘human robot’ games. Begin to use and debug Bee-Bots.</p> | <p>Safety and Digital Recordings</p> <p>Learn about internet safety.</p> <p>Record voices using iPads or talking tins.</p> <p>Sequence and order digital content.</p> | <p>Programming and Creativity</p> <p>Program Bee-Bots to reach goals.</p> <p>Use drawing and voice apps.</p> <p>Use QR codes and explore tech with a purpose.</p> | <p>Review and Reflect</p> <p>Review digital skills.</p> <p>Reflect on how technology is used at school and home.</p> |
| R.E Focus eCWIP cheshire west | <p>In preparation for Year 1- Belonging</p> <p>Why am i special? Talk about members of their immediate family and community. Read: The paper dolls</p> <p>Special stories- What is the bible?</p> | <p>Christmas- The Nativity story</p> <p>Why do Christians perform a nativity?</p> <p>Why do people give and receive presents?</p> <p>Read: The very first Christmas</p> <p>How do Hindus celebrate Diwali?</p> | <p>Shrove Tuesday- Mr Wolf’s Pancakes</p> <p>Pancake races with our buddies</p> <p>Special people- Why do Christians believe</p> <p>Jesus is special- Bible stories</p> | <p>New life</p> <p>Easter- Why is Easter a sad and a happy time?</p> | <p>What is a church?</p> <p>Understand that some places are special to members of their community- Share photos of family celebrations including weddings & Christenings</p> | <p>Special Stories 2- What do Christians believe about God? Read RE- Bible stories x5</p> <p>How do Muslims celebrate Eid? Talk from Anna??</p> |
| Physical Education | <p>Gross Motor: Fundamental movement skills</p> <p>Develop core strength and posture (e.g. outdoor play, climbing).</p> <p>Fine Motor:</p> <p>Finger strength through dough disco, tweezers, threading. Develop hand dominance and pencil grip through the introduction of ‘crocodile snap’</p> | <p>Gross Motor: Dance- toys</p> <p>Fundamental movement skills: An adventure with the emergency services</p> <p>Fine Motor:</p> <p>Strengthen tripod grip through tracing, mark-making, and drawing. Introduce letter formation patterns (e.g. curly caterpillar letters). Use small tools with control (scissors, pegs, pencils, knives and forks).</p> | <p>Gross Motor: Gymnastics- rocking and rolling</p> <p>Dance- nursery rhymes</p> <p>Fine Motor:</p> <p>Refine pencil control with regular handwriting activities. Increase stamina through longer drawing and writing tasks. Develop wrist strength (e.g. vertical surface writing).</p> | <p>Gross Motor: Fundamental skills- locomotion 1 and a day on the farm</p> <p>Fine Motor:</p> <p>Build fluency in writing across vertical and horizontal surfaces.</p> <p>Embed letter formation (daily practice).</p> <p>Encourage consistent pencil grip and correct posture.</p> | <p>Gross Motor: Target skills 1</p> <p>Fine Motor:</p> <p>Develop writing stamina through independent tasks. Encourage fine detail in drawings (e.g. facial features, patterns). Continue to refine scissor and tool control such as a hammer when making supertato</p> | <p>Gross Motor: Athletics 1 and fundamental skills- An encounter with pirates/ under the sea</p> <p>Fine Motor:</p> <p>Consolidate core and finger strength. Confident, fluent use of tripod grip. Encourage self-initiated writing indoors and outdoors.</p> |
| Personal Growth (Jigsaw) | <p>Pablo’s Feelings</p> <p>Introduce the Colour monster linked to feelings</p> <p>The colour monster goes to school</p> <p>‘Being me in my world’</p> <p>Who am I and how do i fit?</p> | <p>The squirrels that squabbled</p> <p>Being a safe pedestrian</p> <p>‘Celebrating differences’</p> <p>Respect for similarity and difference. Anti-bullying and being unique’</p> | <p>Feelings-I’m not (very) afraid of the dark & the owl who is afraid of the dark</p> <p>‘Dreams and goals’</p> <p>Aspirations, how to achieve goals and understanding the emotions that go with this</p> | <p>Healthy body- good sleep routine linked to the princess and the pea</p> <p>‘Healthy me’</p> <p>Being and keeping safe and healthy</p> | <p>‘Healthy relationships’</p> <p>Building positive, healthy relationships</p> | <p>Transition support- the path</p> <p>Pirates love underpants-pantasaurus (PSHE)</p> <p>Transition focus- The rainbow fish</p> <p>‘Changing me’</p> <p>Coping positively with change</p> |