

## Reception Long Term Planning 2025-26

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| Possible Learning Opportunities linked to children's interests                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Theme 1<br><br>Autumn                                                                                                                                                                                                                                                                                                                  | Theme 2<br><br>Down in the woods                                                                                                 | Theme 3<br><br>Winter                                                            | Theme 4<br><br>Blast off                                                   | Theme 5<br><br>Food and Farming                             | Theme 6<br><br>Summer            |
| Characteristics of Effective Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Playing and exploring: Finding out and exploring, playing with what they know, being willing to have a go.<br>Active learning: Being involved and concentrating, keeping on trying, enjoying achieving what they set out to do.<br>Creating and thinking critically: Having their own ideas, making links, choosing ways to do things. |                                                                                                                                  |                                                                                  |                                                                            |                                                             |                                  |
| Connections and Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Where we live<br>Getting to know each other<br>Our families<br>Our bodies<br>Oral Health<br>Friendships<br>Cultural differences<br>Harvest festival                                                                                                                                                                                    | Autumn<br>Countries<br>Christmas<br>Time/Calendar<br>Seasonal changes<br>Birthdays<br>Diwali<br>Bonfire Night<br>Remembrance Day | New Year/Chinese New Year<br>Seasonal changes -<br>Winter<br>Transport<br>Travel | Season-Spring<br>Space<br>Easter<br>Mother's Day<br>Our Planet<br>Creation | Food and farming<br>Lifecycles<br>Growing<br>Healthy Eating | The Beach<br>Seaside<br>Holidays |
| <b>Communication, Language &amp; Literacy</b><br><br><b>Key Skills:</b><br><b>Physical:</b> To speak audibly so they can be heard and understood. To use gestures to support meaning in play.<br><b>Linguistic:</b> To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'but', 'because', 'so', 'could'.<br><b>Cognitive:</b> To use 'because' to develop their ideas. To make relevant contributions and ask questions. To describe events that have happened to them in detail.<br><b>Social and emotional:</b> To look at someone who is speaking to them. To take turns to speak when working in a group. |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                  |                                                                                  |                                                                            |                                                             |                                  |
| Core Stories                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | We're Going on a Bear Hunt<br>Goldilocks and the 3 bears                                                                                                                                                                                                                                                                               | The Gruffalo<br>Stick Man                                                                                                        | The Gruffalo's Child<br>One Snowy Night                                          | Alien's Love<br>Underpants<br>Whatever Next                                | Farmer Duck<br>Supertato                                    | The Rainbow Fish<br>Tiddler      |

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| Key Experiences                       | Harvest collection<br>School Nurse Visit<br>Walks around school.<br>Walks in the outdoor area and beyond linked to We're Going on a Bear Hunt. | Food Tasting<br>Visit from Santa<br>Christmas Party<br>Anti-Bullying Week<br>Nativity | Children's Mental Health Week<br>NSPCC Number Day<br>Safer Internet Day<br>Shrove Tuesday- Pancake Tasting<br>World Book Day<br>Winter Walk | St David's/Patrick's/<br>George's Day House<br>Celebration<br>Visit to local Café | Earth Day<br>Farm School Trip<br>Planting seeds/cress                  | Visit to Church<br>Sport's Day<br>Fiver Challenge                                     |
| Maths/ Master The Curriculum          | Getting to know you<br>Match, sort and compare<br>Talk about measure and patterns                                                              | It's me 1, 2, 3<br>Circles and triangles<br>1,2,3,4,5<br>Shapes with 4 sides          | Alive in 5<br>Mass and capacity<br>Growing 6, 7, 8                                                                                          | Length, height and time<br>Building 9 & 10<br>Explore 3D shapes                   | To 20 and beyond<br>How many now?<br>Manipulate, compose and decompose | Sharing and grouping<br>Visualise, build and map<br>Make connections<br>Consolidation |
| Phonics/RWI                           | Read Write Inc Set 1 sounds including oral blending and segmenting                                                                             | Read Write Inc Set 1 sounds and blend sounds into words orally                        | Blend sounds to read words and read short Ditty stories                                                                                     | Read Red story books                                                              | Read Green story books and some set 2 sounds                           | Read Green or purple story books                                                      |
| <b>The Foundations of</b>             |                                                                                                                                                |                                                                                       |                                                                                                                                             |                                                                                   |                                                                        |                                                                                       |
| Music                                 | Charanga-Chant to the Animals                                                                                                                  | Nativity                                                                              | Charanga- Liltng Lullaby                                                                                                                    | Charanga- Number Time                                                             | Charanga- Wellbeing Matters                                            | Charanga- Rhythm Adventure                                                            |
| Computing                             | Purple Mash- Robots                                                                                                                            |                                                                                       | Purple Mash- Keyboard Skills                                                                                                                |                                                                                   | Purple Mash- Using Purple Mash with an Individual Login                |                                                                                       |
| Physical Development- PE              | Get Set 4 PE- Intro to PE Unit 2                                                                                                               | Get Set 4 PE- Fundamentals Unit 2                                                     | Get Set 4 PE- Dance Unit 2                                                                                                                  | Get Set 4 PE- Ball Skills Unit 2                                                  | Get Set 4 PE- Games Unit 2                                             | Get Set 4 PE- Gymnastics Unit 2                                                       |
| Understanding of the World- History   | What toys did I play with as a baby?                                                                                                           | What are our favourite celebrations?                                                  | How did people travel in the past?                                                                                                          | Why should we remember Neil Armstrong?                                            | Where did our food come from in the past?                              | Why do we wear different clothes at different times of year?                          |
| Understanding of the World- Geography | Where do I live?                                                                                                                               | What festivals do we celebrate?                                                       | Where in the world would you like to go and how would you get there?                                                                        | What planet do we live on? What makes Earth special?                              | Where does our food come from?                                         | What might we discover on the beach?                                                  |
| Understanding of the World- Science   | Snap Science-<br>What am I made of?                                                                                                            | Snap Science-<br>What melts?                                                          | Snap Science-<br>What makes it move?                                                                                                        | Snap Science-<br>What is the moon?                                                | Snap Science-<br>Is all of a plant green?                              | Snap Science-<br>Which hat is best to wear today?                                     |

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| Understanding of the World- RE      | Discovery RE – What makes people special?<br><br>Family<br>Friends<br>Jesus                                             | Understanding Christianity- Incarnation<br><br>Why do Christians perform a nativity at Christmas?                       | Discovery RE-How do people celebrate?<br><br>New Year<br>Chinese New Year<br>Holi                                       | Understanding Christianity- Salvation<br><br>Why do Christians have a cross in their Easter gardens? | Discovery RE – What can we learn from stories?<br>Bilal and the Butterfly<br>The Boy who cried Wolf<br>The Hare and the Tortoise | Discovery RE- What makes places special?<br><br>Synagogues<br>Church<br>Homes                                           |
| Expressive Arts & Design- (Art/D&T) | Art- Mahi Abdul- Zentangles<br>Drawing                                                                                  | D&T- Cooking & Nutrition- Soup                                                                                          | Art- Henri Matisse- Painting                                                                                            | D&T- Structures- Junk Modelling                                                                      | Art- Michael Brennand Wood - Weaving                                                                                             | D&T- Textiles- Bookmarks                                                                                                |
| PSED- PSHE/RSE                      | Health & Wellbeing- Physical Health                                                                                     | Relationships-Friends & Family                                                                                          | Health & Wellbeing- Mental Wellbeing                                                                                    | Living in the Wider World- Community                                                                 | Living in the Wider World- Online Safety                                                                                         | Enterprise- Fiver Challenge                                                                                             |
| <b>Links to</b>                     |                                                                                                                         |                                                                                                                         |                                                                                                                         |                                                                                                      |                                                                                                                                  |                                                                                                                         |
| Christian Values                    | Creation, thankfulness, endurance, justice, hope, compassion                                                            | Creation, thankfulness, endurance                                                                                       | Endurance<br>Creation                                                                                                   | Creation, thankfulness, hope                                                                         | Endurance<br>Hope<br>Thankfulness<br>Creation                                                                                    | Thankfulness, creation, endurance, hope                                                                                 |
| SMSC                                | Social, moral, cultural, spiritual                                                                                      | Moral, spiritual, cultural                                                                                              | Social, spiritual, moral                                                                                                | Cultural, spiritual                                                                                  | Social, Cultural                                                                                                                 | Social, moral, cultural, spiritual                                                                                      |
| British Values                      | Individual Liberty, Mutual respect and tolerance of those with different faiths and beliefs and for those without faith | Mutual respect and tolerance of those with different faiths and beliefs and for those without faith, individual liberty | Mutual respect and tolerance of those with different faiths and beliefs and for those without faith, individual liberty | Individual liberty, mutual respect                                                                   | Individual liberty, mutual respect                                                                                               | Mutual respect and tolerance of those with different faiths and beliefs and for those without faith, individual liberty |