



# Communication and Language

## Long Term Plan 2025-2026



STATUTORY EDUCATIONAL PROGRAMME:

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, 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, interests, lines of enquiry	Do you want to be my friend? Family Meeting new people Our classroom and our school Harvest	Do squirrels Hide their nuts? Percy the Park Keeper Remembrance Day Fireworks Night Christmas	Tell me story Goldilocks and the Three Bears Gingerbread Man The Three Little Pigs Chinese New Year	Who are you going to call? Emergency services Trip Mother's Day	Do cows drink milk? Farm to fork Ground/Allotment changes Father's Day	Creep, wriggle and crawl Life cycles Transition
Celebrations & Experiences	Friendship film Transition into school Learning routines Harvest Festival	Remembrance Day Forest Friday Planting bulbs Nativity Diwali	Gingerbread Man film Postcards from the Gingerbread Person Chinese New Year	Firefighter/Dentist/Doctor /Police visit	Revisit bulbs Ice-cream taste testing Making bread Sports Day	Moving into Year 1 Caterpillars Garden

The Reception Year provides the foundation for communication and language skills the children will build upon in Year one.

In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage.

Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

*National Curriculum, 2014*





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## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening Skills	<ul style="list-style-type: none"><li>Listen to others 1:1, in small groups and whole class.</li><li>Enjoy listening to stories and can remember what happens.</li><li>Listen carefully to rhymes and songs, paying attention to how they sound.</li></ul>	<ul style="list-style-type: none"><li>Listen in familiar and new situations.</li><li>Engage in stories that are familiar and new with interest and enjoyment.</li></ul>	<ul style="list-style-type: none"><li>Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying (Track the Speaker)</li></ul>	<ul style="list-style-type: none"><li>Understand why listening is important.</li></ul>	<ul style="list-style-type: none"><li>Listen to and understand instructions about what they are doing, whilst busy with another task.</li></ul>	<ul style="list-style-type: none"><li>Listen attentively and respond to what they hear with relevant questions, comments, or actions.</li></ul>
Attention Skills	<ul style="list-style-type: none"><li>Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</li></ul>	<ul style="list-style-type: none"><li>Beginning to know that maintaining attention in new situations e.g. whole school worship or P.E sessions in the hall is important.</li><li>Shift attention when required e.g. when given a clear prompt - 'name'.</li></ul>	<ul style="list-style-type: none"><li>Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</li></ul>	<ul style="list-style-type: none"><li>Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar (Talk partners)</li></ul>	<ul style="list-style-type: none"><li>Listen and continue with an activity for a short time.</li></ul>	<ul style="list-style-type: none"><li>Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.</li></ul>
Respond Skills	<ul style="list-style-type: none"><li>Engage in story times.</li><li>Join in with repeated refrains and anticipate key events and phases in stories or rhymes.</li><li>Respond appropriately when asked e.g. 'clap clap= freeze &amp; show me hand' or "Everybody do this..."</li></ul>	<ul style="list-style-type: none"><li>Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li><li>Respond to others appropriately in play.</li><li>Engage in story times.</li><li>Engage in non-fiction book.</li></ul>	<ul style="list-style-type: none"><li>Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</li></ul>	<ul style="list-style-type: none"><li>Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li><li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>	<ul style="list-style-type: none"><li>Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.</li></ul>	<ul style="list-style-type: none"><li>Make comments about what they have heard and ask questions to clarify thinking.</li><li>Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat"</li></ul>
Understanding Skills	<ul style="list-style-type: none"><li>Follow 1 step instructions e.g. put bookbag in drawer.</li><li>Understand 'why' questions.</li></ul>	<ul style="list-style-type: none"><li>Follow instructions in 2 parts in familiar situations.</li></ul>	<ul style="list-style-type: none"><li>Consider the listener and takes turns to listen and speak in different contexts.</li></ul>	<ul style="list-style-type: none"><li>Ask questions to clarify understanding of a text or task.</li><li>Ask questions to find out more and check understanding.</li><li>Retell a story with exact repetition</li></ul>	<ul style="list-style-type: none"><li>Carry out a series of 3 directions.</li><li>Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play.</li><li>Understand 'how', 'why' and 'where' questions.</li></ul>	<ul style="list-style-type: none"><li>Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g. Animals, Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth.</li></ul>





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Speaking Skills	<ul style="list-style-type: none"><li>• Use sentences of 4-6 words.</li><li>• Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases e.g. 'Good Morning!'</li><li>• Use talk to organise themselves and their play.</li></ul>	<ul style="list-style-type: none"><li>• Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns.</li><li>• Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a past simple event e.g. how scratched knee'. Recognise words that rhyme or sound similar E.g. "Cat and hat"</li><li>• Develop social phrases – "Good morning, how are you?"</li></ul>	<ul style="list-style-type: none"><li>• Use talk to pretend objects stand for something else in play.</li><li>• Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen.</li><li>• Describe events that happen in their day</li></ul>	<ul style="list-style-type: none"><li>• Use talk to clarify thinking, connect ideas and share thinking with others.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Retell/create own stories for teacher scribing. Use simple conjunctions 'and', 'because'.</li><li>• Use talk to help work out problems and organise thinking and activities.</li></ul>	<ul style="list-style-type: none"><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Describe an event in the correct order and some detail.</li><li>• Give some details that they know are important and will influence the listener E.g. "Abi fell over that stone, Hannah didn't push her".</li><li>• Express ideas about feelings and experiences.</li><li>• Articulate their ideas in a sentences.</li><li>• Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</li></ul>	<p>Articulate and create an</p> <ul style="list-style-type: none"><li>• imaginary story of their own in play or in writing. Speak clearly in well formed sentences of 8 words or more in length with some detail. E.g. "I made a big round pizza with tomato, cheese and ham on top" Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"</li></ul>
Ongoing throughout the year	<ul style="list-style-type: none"><li>• Learn new vocabulary</li><li>• Use new vocabulary in different contexts</li><li>• Use new vocabulary through the day in discussions and conversations.</li><li>• Learn new rhymes, poems, stories and songs.</li></ul>					





# Personal, Social & Emotional

Long Term Plan 2025-2026



## STATUTORY EDUCATIONAL PROGRAMME:

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, dental hygiene 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.



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The Reception Year provides the foundation for many skills the children will build upon in Year one.	Get Heartsmart	Don't forget to let love in!	Too much selfie isn't healthy	Don't hold on to what's wrong	Fake is a mistake	No way through isn't true
	<ul style="list-style-type: none"><li>Many choices we make can help or hurt our own and others hearts Identify sources of power (including ourselves) Describe and express feelings. Self love Being grateful Reflection</li></ul>	<ul style="list-style-type: none"><li>Allowing themselves to be loved</li><li>Appropriate and inappropriate contact</li><li>Difference between the truth and lies</li><li>Being unique</li><li>Saving money</li><li>Being responsible for themselves</li></ul>	<ul style="list-style-type: none"><li>Noticing people around them</li><li>How they can help others</li><li>Who looks after them</li><li>Being part of a team</li><li>Following rules to keep them safe</li></ul>	<ul style="list-style-type: none"><li>Forgiveness</li><li>How their behaviour affects others</li><li>Dealing with negative emotions</li><li>Exploring disappointment</li><li>Choosing words carefully</li></ul>	<ul style="list-style-type: none"><li>Being themselves and modifying their actions to be the best they can</li><li>Who to talk to if they feel sad or worried</li><li>Dental hygiene and keeping healthy</li></ul>	<ul style="list-style-type: none"><li>Building resilience</li><li>Secrets that are important to share</li><li>Potential in all of us</li><li>Aspirations</li><li>Coping with change</li></ul>
<u>Y1 Heartsmart Coverage</u>	E-Safety- Health Well-being and Lifestyle.	E-Safety- Privacy and Security	E-Safety- Online relationships & Online Bullying	E-Safety- Copyright and ownership	E-Safety- Self image and identification	E-Safety- Online reputation





# Personal, Social & Emotional

## Long Term Plan

2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Self Regulation</b> <b>Express Feelings</b>	<p>Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'</p>	<ul style="list-style-type: none"><li>Can show concern for others and show awareness of how their actions may impact on others.</li><li>Talk with others to solve conflicts.</li><li>Can identify how they are feeling on the emotions board.</li><li>Beginning to express their feelings and consider the perspectives of others.</li></ul>	<ul style="list-style-type: none"><li>Can show pride in achievements by showing work to others. Understand how to use the 'take 5' breathing exercise to help with big feelings or calming fingers. Recognise how to say "no" or using stop hand signal when feeling uncomfortable.</li></ul>	<ul style="list-style-type: none"><li>Can make choices and communicate what they need.</li><li>Can name people in school they can turn to if they help or are worried.</li></ul>	<p>Initiate an apology where appropriate. Beginning to know that others may in different ways to them.</p>	<ul style="list-style-type: none"><li>Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings.</li><li>Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</li></ul>
<b>Self Regulation</b> <b>Manage Behaviour</b>	<ul style="list-style-type: none"><li>Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.</li></ul>	<ul style="list-style-type: none"><li>Begin to take turns and share resources.</li><li>Can usually tolerate delay when needs are not immediately met.</li></ul>	<ul style="list-style-type: none"><li>Understand behavioural expectations of the setting.</li></ul>	<ul style="list-style-type: none"><li>Understand why listening is important and attend to other people both familiar and unfamiliar.</li></ul>	<ul style="list-style-type: none"><li>Can follow instructions, requests, and ideas in a range of situations.</li></ul>	<ul style="list-style-type: none"><li>Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</li></ul>
<b>Managing Self</b> <b>Self Awareness</b>	<ul style="list-style-type: none"><li>Know what they like and do not like.</li><li>Understands there are rules in the classroom to follow and expectations for behaviour.</li></ul>	<ul style="list-style-type: none"><li>Can talk about what they are doing and why</li></ul>	<ul style="list-style-type: none"><li>Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.</li></ul>	<ul style="list-style-type: none"><li>Happy to stand up in front of the class and share achievements with others</li><li>Know and talk about the different factors that support their overall health and wellbeing: 1.Regular physical activity 2.Healthy eating 3.Toothbrushing 4.Sensible amounts of 'screen time' 5.Having a good sleep routine</li></ul>	<ul style="list-style-type: none"><li>Can talk about their own abilities positively.</li></ul>	<ul style="list-style-type: none"><li>See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</li></ul>
<b>Managing Self</b> <b>Independence</b>	<ul style="list-style-type: none"><li>Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on table, name card on bee.</li><li>Can manage their own personal hygiene e.g., toileting.</li><li>Can follow 1 step instructions.</li></ul>	<ul style="list-style-type: none"><li>Can independently choose areas they would like to play in or resources they would like to use. Can say when they help.</li><li>With some support can get dressed and undressed for PE sessions.</li><li>Can follow instructions with 2 parts.</li></ul>	<ul style="list-style-type: none"><li>Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.</li><li>Can talk about healthy and unhealthy foods.</li></ul>	<ul style="list-style-type: none"><li>Can get dressed and undressed for Forest Friday sessions.</li><li>Begin to show persistence when faced with challenges</li><li>Knows how to be a safe pedestrian.</li><li>Knows ow to respond in an emergency (e.g. 999, fire-stop/drop and roll)</li></ul>	<ul style="list-style-type: none"><li>Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts</li></ul>	<ul style="list-style-type: none"><li>Can seek out a challenge and enjoy the process.</li><li>Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</li></ul>





# Personal, Social & Emotional

## Long Term Plan

### 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Managing Self</b> <b>Collaboration</b>	<ul style="list-style-type: none"><li>Interested in others play and starting to join in.</li><li>Knows we work together to keep the class rules and earn positive rewards.</li></ul>	<ul style="list-style-type: none"><li>Begin to share and take turns.</li></ul>	<ul style="list-style-type: none"><li>Consider the listener and takes turns to listen and speak in different contexts.</li><li>Can identify kindness and considerate behaviour of others.</li></ul>	<ul style="list-style-type: none"><li>Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work</li></ul>	<ul style="list-style-type: none"><li>Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources</li></ul>	<p>Can take account of the ideas of others about how to organise and activity.</p> <ul style="list-style-type: none"><li>Can show sensitivity to others' needs and feelings.</li></ul>
<b>Building relationships</b> <b>Social Skills</b>	<ul style="list-style-type: none"><li>Build constructive and respectful relationships.</li><li>Engage in positive interactions with adults and peers.</li><li>Play alongside one or more children.</li></ul>	<ul style="list-style-type: none"><li>Continue to build constructive and respectful relationships.</li><li>Seek familiar adults and peers to engage in conversations and ask for help.</li></ul>	<ul style="list-style-type: none"><li>Seek others to share activities and experiences.</li></ul>	<ul style="list-style-type: none"><li>Use language to negotiate, play and organise.</li></ul>	<ul style="list-style-type: none"><li>Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</li></ul>	<ul style="list-style-type: none"><li>Can resolve conflict and able to compromise.</li><li>Take responsibility for their own actions.</li><li>Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</li></ul>
<b>Building relationships</b> <b>Communication</b>	All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.					
<b>Heartsmart Scheme Coverage</b>	<p>Get Heartsmart</p> <ul style="list-style-type: none"><li>Feeling special and safe</li><li>Being part of a class</li><li>Rights and responsibilities</li><li>Rewards and feeling proud</li><li>Consequences</li><li>Seeing themselves as individuals</li><li>Build constructive and respectful friendships</li><li>Work and play co-operatively together.</li><li>Listen to one another's ideas and adapt their play.</li><li>To encourage one another during play.</li><li>To read facial expressions to understand how others are feeling.</li><li>To begin to explain why someone may be feeling happy, sad, etc.</li><li>Working together</li></ul> <p>E-Safety- Health Well-being and Lifestyle.</p>	<p>Don't forget to let love in!</p> <ul style="list-style-type: none"><li>To know each one of us is loved, special and important.</li><li>To like different things and that is one of the ways we are unique.</li><li>Talk about how we demonstrate different emotions.</li><li>To know we are all special</li><li>Tell other people about us and the things we like</li><li>To recognise we all have different talents and skills.</li></ul> <ul style="list-style-type: none"><li>To accept praise and encouragement from others.</li></ul> <p>E-Safety- Privacy and Security</p>	<p>Too much selfie isn't healthy!</p> <ul style="list-style-type: none"><li>To identify special things they do and with which special people.</li><li>All Families are important and special.</li><li>Others people's families can look different to their family</li><li>Ways that people show how they are feeling.</li><li>To notice when others are upset or need help.</li><li>Appropriate ways to show care and affection for others.</li><li>To show love to others when they need help.</li><li>To respond to the needs of others.</li><li>Be thankful for the people who help us at school.</li></ul> <p>E-Safety- Online relationships &amp; Online Bullying</p>	<p>Don't hold on to what's wrong</p> <ul style="list-style-type: none"><li>To recognise we can all be super-friends</li><li>It is important to include others in our games.</li><li>To listen to one another</li><li>To use words that are kind when talking to our friends.</li><li>To choose to be kind to others even when they are not.</li><li>Why it is important to say sorry.</li><li>Looking after themselves and dental hygiene</li></ul> <p>E-Safety- Copyright and ownership</p>	<p>Fake is a mistake!</p> <ul style="list-style-type: none"><li>Differentiate between words that are true and untrue</li><li>Be kind and encouraging to others.</li><li>It is important to be honest and always tell the truth.</li><li>Being yourself is the best you can be</li><li>List the things we are thankful for.</li><li>Tell others something special about our homes and families</li></ul> <p>E-Safety- Self image and identification</p>	<p>No way through isn't true!</p> <ul style="list-style-type: none"><li>Making mistakes is normal and helps us to learn.</li><li>Have a go at and complete a series of different challenges.</li><li>Keep trying when something is difficult.</li><li>Life cycles –animal and human Changes in me</li><li>Changes since being a baby</li><li>Differences between female and male bodies (correct terminology) Linking growing and learning</li><li>Coping with change</li><li>Transition</li></ul> <p>E-Safety- Online reputation</p>



# Physical Development

## Long Term Plan 2025-2026



### STATUTORY EDUCATIONAL PROGRAMME:

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 strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By using 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.

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The Reception Year provides the foundation for many skills the children will build upon in Year one.  <u>Y1 expectations</u> <u>PE</u>	Athletics-Running & Jumping Gym-Balance & Agility	Invasion-Throwing & Catching Dance-Animals Jungle	Net Skills-Balance & Control-Striking Athletics-FUNDamentals	Outdoor adventure-Creative Play Gym-Position & Direction	Strike & Field-Partner Games Introduction to invasion	Invasion-Ball control Dance_Fictional Characters-Traditional Tales
	To consolidate appropriate running technique To jump with control and balance on landing To jump whilst travelling To throw towards a stationary target To know what the term 'healthy eating' means Show an awareness of personal and general space To move with some confidence, imagination, and safety To travel using 'caterpillar', 'monkey' and 'crab' walk To travel in 'crawling soldier' position Discuss safety when using apparatus	To be able to throw a ball/ beanbag with accuracy To be able to show an awareness of space To be able to catch a ball/ beanbag with some control To observe, describe and copy with others are doing To work collaboratively with a partner Able to demonstrate large and expansive shapes Able to demonstrate swinging actions with the arms Able to demonstrate heavy and strong dynamics Able to perform in slow motion Able to develop relationships-canon	To aim and strike an object towards a set target To balance a ball on a racket with control To recognise and begin to use space in games To attempt to strike a ball over and beyond a target To attempt to 'set' a ball in the air repetitively (Volleyball) To develop a range of skills associated with Athletics To understand how to change direction, levels and speeds To develop a range of skills for distance and accuracy To develop understanding of how we can use our body to improve performance To develop skills in preparation for Athletic style events	Develop more complex fundamental movement skills To work collaboratively within a group To develop thinking and creativity To develop decision making in games To be able to work independently To move from one body position to another To perform balances on different levels Show a clear beginning & end to shapes/ sequences To further explore the large and small apparatus To balance on small body parts with control	To work collaboratively with a partner To use a range of small equipment To throw to a partner with developing accuracy To be able to 'mirror' a partner's movements To be able to listen and observe Develop confidence in moving their bodies at different speeds and in different directions Refine basic fundamental movement skills Develop confidence when moving with equipment Develop confidence in object control Begin to develop confidence and understanding when sending a ball to a partner	To move fluently, changing direction & speed easily To use different movements, speeds & pathways To recognise space in games To consolidate passing and receiving To describe and copy what others are doing Able to demonstrate house shapes Able to demonstrate climbing actions Able to move with angry dynamics Able to move to the beat of the music Able to develop relationships-counterbalances



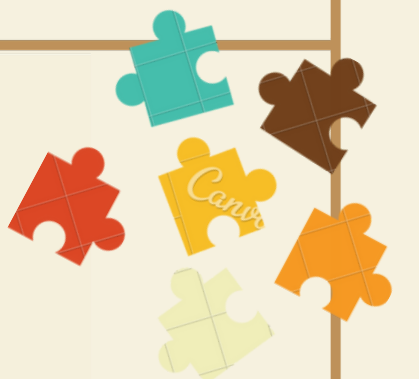


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The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Through access to continuous provision the children will...	<ul style="list-style-type: none"><li>• 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.</li><li>• 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 spoon.</li><li>• use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• develop overall body-strength, balance, co-ordination, and agility.</li><li>• develop the foundations of a handwriting style which is fast, accurate and efficient.</li></ul>					
Non-Statutory Development Matters (2021) Guidance	<ul style="list-style-type: none"><li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</li></ul>	<ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li></ul>	<ul style="list-style-type: none"><li>• Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li><li>• Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li></ul>	<ul style="list-style-type: none"><li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</li></ul>	<ul style="list-style-type: none"><li>• Combine different movements with ease and fluency.</li></ul>	<ul style="list-style-type: none"><li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li></ul>
Focussed P.E Sessions	Parachute Games- Know how to use a variety of equipment and resources To balance on one foot To perform static balances Understand how to listen to and follow instructions To hold their body still on different bases	Yoga- <b>Able to demonstrate yoga poses (shelter shapes)</b> To be able to balance a beanbag on various body parts To be able to move the beanbag with good control To be able to throw a beanbag at a target To recognise key body parts To be able to take turns with a partner  Balanceability- Use of balance bikes to develop coordination and bike skills	Yoga- Able to demonstrate yoga poses (shelter shapes) Able to demonstrate spinning actions Able to demonstrate contrasting dynamics- light and heavy Able to change levels in the space- low and high Able to develop relationships- over and under	Apparatus- Know how to use of a variety of equipment and resources To make my body tense and relaxed To roll in different ways To travel in different ways To develop overall balance To develop appropriate running technique To jump over different sized obstacles To throw towards a set target To competently catch a ball or bean bag	Invasion- To name some healthy foods (fruit and veg) To show control and balance in basic movement To show spatial awareness during running and chasing games To run around & over objects, demonstrating control & balance To become familiar with the names of different types of equipment To hit or push an object towards a stationary target	Dance- Able to demonstrate two-dimensional shapes Able to demonstrate scuttling actions Able to move with floaty and fluttery dynamics Able to move in the space using forwards, backwards, and sideways actions Able to develop relationships- away, towards, and around partner
Fine Motor Development	<p>Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.</p>					





# Literacy

Long Term Plan 2025-2026



## STATUTORY EDUCATIONAL PROGRAMME:

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).



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, interests, lines of enquiry	Do you want to be my friend? Family Meeting new people Our classroom and our school Harvest	Do squirrels Hide their nuts? Percy the Park Keeper Remembrance Day Fireworks Night Christmas	Tell me story Goldilocks and the Three Bears Gingerbread Man The Three Little Pigs Chinese New Year	Who are you going to call? Emergency services Trip Mother's Day	Do cows drink milk? Farm to fork Ground/Allotment changes Father's Day	Creep, wriggle and crawl Life cycles Transition
Celebrations & Experiences	Friendship film Transition into school Learning routines Harvest Festival	Remembrance Day Forest Friday Planting bulbs Nativity Diwali	Gingerbread Man film Postcards from the Gingerbread Person Chinese New Year	Firefighter/Dentist/Doctor /Police visit	Revisit bulbs Ice-cream taste testing Making bread Sports Day	Moving into Year 1 Caterpillars Garden
The Reception Year provides the foundation for many skills the children will build upon in Year one.  <u>Y1 expectations</u>	Phonics Phase 3/4	Phonics Phase 4/5	Phonics Phase 5	Phonics Phase 5	Phonics Phase 5	Phonics Phase 5
	<b>Writing composition:</b> <ul style="list-style-type: none"><li>Understand what a sentence is and recognise sentences in my own writing. Say sentences out loud orally before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and a peer.</li></ul>	<b>Genres covered in Yr 1:</b> Fiction-Focus Characterisation Fiction-Focus-Scarieness Fiction-Focus- Setting Fiction- Focus- Opening and Endings Fiction-Focus-Description Fiction-Focus- Dialogue  Non-Fiction-Focus- Instructions Non-Fiction- Focus- Explanation Non-Fiction-Focus-Recount Non-Fiction- Focus-Persuasive advert Non-Fiction- Information Non-Fiction- Discussion	<b>Vocabulary, Grammar and Punctuation:</b> <ul style="list-style-type: none"><li>Know the job of a capital letter and full stop and use them accurately to mark a sentence. Create question sentences and use a question mark to punctuate it correctly.</li><li>Mark statement and command sentences with an exclamation mark.</li><li>Identify a statement, question, command, and exclamation sentence by its punctuation.</li></ul>	<b>Vocabulary, Grammar and Punctuation:</b> <ul style="list-style-type: none"><li>Understand that nouns are objects, people, and places.</li><li>Use capital letters for proper nouns: people, places, days of the week and I.</li><li>Understand the job of an adjective and start to identify them in sentences.</li><li>Begin to use adjectives to create simple noun phrases.</li></ul>	<b>Vocabulary, Grammar and Punctuation:</b> <ul style="list-style-type: none"><li>Use talk to organise events and experiences.</li><li>Write in past tense and use simple past tense verbs.</li><li>Write in the present tense</li><li>To be able to use the conjunctions "and", "but" and "because" to create compound sentences.</li><li>Discuss word meaning of new words.</li></ul>	<b>Reading Summary:</b> <ul style="list-style-type: none"><li>Make simple inferences about the characters and about events.</li><li>Predict what might happen next from repetitive phrases and/or from what has already been read.</li><li>Discuss the significance of the title. Identify the events/points from the text.</li><li>Explain what has just been read to them orally.</li><li>Answer simple retrieval questions by finding the information in non-fiction and fiction texts.</li></ul>





# Literacy

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension Skill Development	<ul style="list-style-type: none"><li>• Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end. They can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom, left to right. Know the difference between text and illustrations. Recognise some familiar words in print. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</li><li>•</li></ul>	<p>Experience and respond to</p> <ul style="list-style-type: none"><li>• different types of books e.g storybooks, factual/real world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to "who", "where", "what" and "when" questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play</li></ul>	<ul style="list-style-type: none"><li>• Use picture clues to help read a simple text.</li><li>• Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</li><li>• Show understanding of some words and phrases in a story that is read aloud to them.</li><li>• Express a preference for a book, song or rhyme, from a limited selection.</li><li>• Play is influenced by experience of books (small world, role-play).</li></ul>	<ul style="list-style-type: none"><li>• Re-tell stories in the correct sequence, draw on language patterns of stories.</li><li>• With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</li><li>• Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.</li></ul>	<ul style="list-style-type: none"><li>• Correctly sequence a story or event using pictures and/or captions.</li><li>• Make simple, plausible suggestions about what will happen next in a book they are reading.</li><li>• Know the difference between different types of texts (fiction, non-fiction, poetry).</li><li>• Make inferences to answer a question beginning with "Why do you think...?" In a picture book that has been read to them, where answer is clearly signposted.</li><li>• Play influenced by experience of books- gestures and actions used to act out a story, event or rhyme from text or illustrations.</li></ul>	<ul style="list-style-type: none"><li>• Play influenced by experience of books-act out stories through role-play activities, using simple props and appropriate vocabulary.</li><li>• Innovate a well-known story.</li><li>• Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</li></ul>
Word Reading Development	<ul style="list-style-type: none"><li>• Hear general sound discrimination and be able to orally blend and segment.</li><li>• Re-read books to develop and build confidence in decoding, prosody and comprehension.</li><li>• Read a book consistent with their phonic knowledge.</li></ul>	<ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few tricky words matched to our phonic programme. Re-read books to develop and build confidence in decoding, prosody, comprehension and enjoyment. Read a book consistent with their phonic knowledge.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Read individual letters by saying sounds for them.</li><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li><li>• Read a few tricky words matched to our phonic programme.</li><li>• Re-read books to develop and build confidence in decoding, prosody, comprehension and enjoyment.</li><li>• Read a book consistent with their phonic knowledge.</li></ul>	<ul style="list-style-type: none"><li>• Read some letter groups that each represent one sound and say sounds for them.</li><li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and tricky words.</li><li>• Re-read books to develop and build confidence in decoding, prosody, comprehension and enjoyment.</li><li>• Read a book consistent with their phonic knowledge.</li></ul>	<ul style="list-style-type: none"><li>• Read some letter groups that each represent one sound and say sounds for them.</li><li>• Read simple phrases and sentences made up of words with known letter-sound correspondence and tricky words.</li><li>• Re-read books to develop and build confidence in decoding, prosody, comprehension and enjoyment.</li><li>• Read a book consistent with their phonic knowledge.</li></ul>	<ul style="list-style-type: none"><li>• Read some tricky words from Phase 4.</li><li>• Re-read what they have written to check that it makes sense.</li><li>• Re-read books to develop and build confidence in decoding, prosody, comprehension and enjoyment.</li><li>• Read a book consistent with their phonic knowledge.</li></ul>



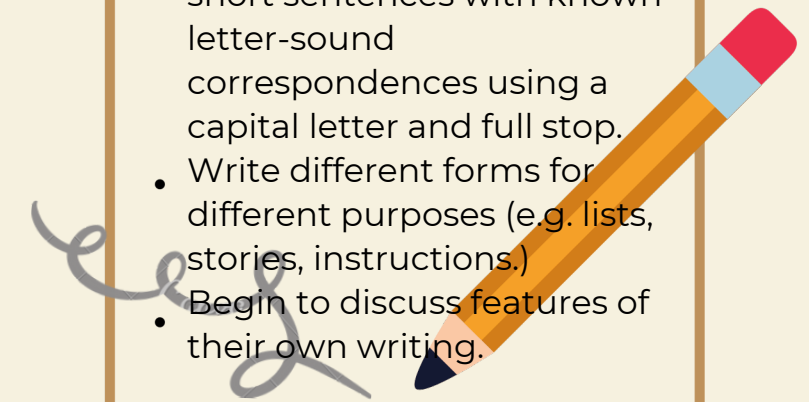


# Literacy

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Development	<ul style="list-style-type: none"><li>Phase 2-s a t p i n m d g o c k c k e u r h b f l</li><li>Tricky words-is l the</li><li>Oral blending and blending of cvc words</li><li>Hear general sound discrimination, identify rhythm, rhyme and alliteration.</li></ul>	<p>Phase 2-ff ll ss j v w x y z zz</p> <ul style="list-style-type: none"><li>qu ch sh th ng nk</li><li>Tricky words-put* pull* full*</li><li>as and has his her go no to into she push* he of we me be</li><li>Oral blending and blending of cvc words</li><li>Read words with -s /s/ added at the end (hats sits)</li><li>Read words ending -s /z/ (his) and with -s /z/ added at the end (bags)</li></ul>	<ul style="list-style-type: none"><li>Phase 3-ai ee igh oa oooo ar or ur ow oi ear air er</li><li>Tricky words-was you they my by all are sure pure</li><li>Read words with words with double letters.</li><li>Read longer words</li></ul>	<ul style="list-style-type: none"><li>Phase 3-ai ee igh oa oo ooar or ur ow oi ear air er</li><li>Tricky words-was you they my by all are sure pure</li><li>Read longer words, including those with double letters</li><li>words with -s /z/ in the middle</li><li>words with -es /z/ at the end</li><li>words with -s /s/ and /z/ at the end</li></ul>	<ul style="list-style-type: none"><li>Phase 4-Revisit GPC's</li><li>Tricky words: said so have like some come love do were here little says there when what one out today</li><li>Read words with short vowels and with adjacent consonants</li><li>CVCC CCVC CCVCC CCCVC CCCVCC</li><li>longer words and compound words</li><li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li><li>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</li></ul>	<p>Phase 4-Revisit GPC's</p> <ul style="list-style-type: none"><li>Tricky words: said so have like some come love do were here little says there when what one out today</li><li>Read words with short vowels and with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC</li><li>longer words and compound words</li><li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li><li>Read sentences using phonic knowledge, write digraphs and trigraphs.</li></ul>
Emergent Writing Development	<ul style="list-style-type: none"><li>Develop listening and speaking skills in a range of contexts.</li><li>Are aware that writing communicates meaning. Give meaning to the marks they make.</li><li>Understand that thoughts can be written down.</li><li>Write their name copying it from a name card or try to write it from memory.</li></ul>	<ul style="list-style-type: none"><li>Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control.</li><li>Know there is a sound/symbol relationship. Use some recognisable letters and own symbols.</li><li>Write letters and strings, sometimes in clusters like words.</li></ul>	<ul style="list-style-type: none"><li>Use appropriate letters for initial sounds.</li></ul>	<ul style="list-style-type: none"><li>Build words using known letter-sound correspondences in writing.</li><li>Write their name independently.</li></ul>	<ul style="list-style-type: none"><li>Continue to build on knowledge of letter sounds to build words in writing.</li><li>Use writing in play.</li><li>Use familiar words in their writing.</li></ul>	<ul style="list-style-type: none"><li>Show awareness of the different audience for writing.</li><li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li></ul>
Compositional Skills	<ul style="list-style-type: none"><li>Use talk to organise describe events and experiences.</li></ul>	<ul style="list-style-type: none"><li>Use talk to link ideas, clarify thinking and feelings.</li><li>Understands that thoughts and stories can be written down.</li></ul>	<ul style="list-style-type: none"><li>Orally compose a sentence and hold it in memory before attempting to write it.</li></ul>	<ul style="list-style-type: none"><li>Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</li></ul>	<ul style="list-style-type: none"><li>Write a simple sentence with a full stop.</li></ul>	<ul style="list-style-type: none"><li>Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</li><li>Write different forms for different purposes (e.g. lists, stories, instructions.)</li><li>Begin to discuss features of their own writing.</li></ul>


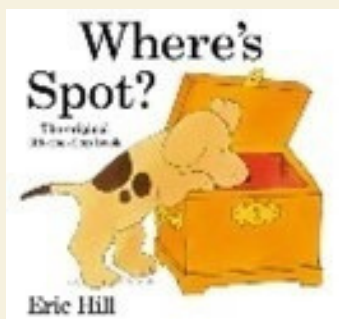
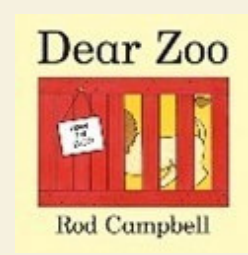
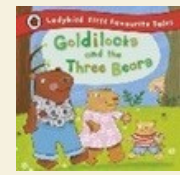
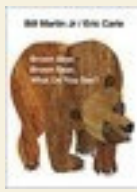

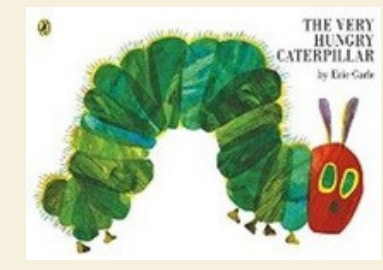




# Literacy

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2 Orally spell VC and CVC	Spring 1	Spring 2	Summer 1 Spell words by drawing on	Summer 2 Spell words by drawing on
Spelling Development	<ul style="list-style-type: none"><li>Orally segment sounds in simple words. Write their</li><li>name copying it from a name card or try to write it from memory.</li></ul>	<ul style="list-style-type: none"><li>words by identifying the sounds. Write own name.</li><li></li></ul>	<ul style="list-style-type: none"><li>Spell to write VC and CVC words independently using Phase 2 graphemes.</li></ul>	<ul style="list-style-type: none"><li>Spell to write VC, CVC and CVCC words independently using Phase 2 graphemes and Phase 3 graphemes.</li><li>Spell some tricky words independently.</li></ul>	<ul style="list-style-type: none"><li>knowledge of known grapheme correspondences. Make phonetically</li><li>plausible attempts when writing more complex unknown words.</li></ul>	<ul style="list-style-type: none"><li>knowledge of known grapheme correspondences. Make phonetically</li><li>plausible attempts when writing more complex unknown words. Spell tricky words independently.</li></ul>
Handwriting Development  <small>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</small>	<ul style="list-style-type: none"><li>Know that print carries meaning and in English, is read from left to right and top to bottom.</li><li>Draw lies, circles and crosses.</li><li>Develop pen/pencil using "Birdie Beak" grip.</li></ul>	<ul style="list-style-type: none"><li>Form letters from their name correctly.</li><li>Recognise that after a word there is a space.</li><li>Draw lines, circles and crosses.</li><li>Develop pen/pencil using "Birdie Beak" grip.</li><li></li></ul>	<ul style="list-style-type: none"><li>Shows a dominant hand.</li><li>Write from left to right and top to bottom.</li><li>Begin to form recognisable lower case letters through precision teaching.</li><li>Holds pen/pencil using "Birdie Beak" grip.</li></ul>	<ul style="list-style-type: none"><li>Holds a pencil effectively to form recognisable letters.</li><li>Know how to form clear ascenders and descenders.</li></ul>	<ul style="list-style-type: none"><li>Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</li><li>Form capital letters.</li></ul>	<ul style="list-style-type: none"><li>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</li></ul>
Talk 4 Writing  	<p>Text: Where's Spot? Short -burst writing Story pattern: Journey Focus: Questions</p> <p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p> 	<p>Text: Dear Zoo Short -burst writing Story pattern: Repetitive Focus: Join in with the dialogue. Description of animals Text: Dear Percy Text type: Explanation with 'because' Hot Write: Percy sent me a ... it was too...I sent it back Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p> 	<p>Text: Goldilocks and the 3 bears Short -burst writing Story pattern: Focus: Story language + unfortunately finally Text: Goldilocks and the 3 bears, Baby Bear recount I saw... Text type: Recount (Baby bears recount of his arrival back home) Hot Write: Recount simple sentences First I saw ...Then I saw... Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p> 	<p>Text: Brown Bear Brown Bear Short -burst writing Police officer police officer what do you see? Firefighter firefighter what do you see? Story pattern: Repetitive Focus: Questions Text: People who help us fact files and visitors Text type: Recount Hot Write: Recount writing of trip More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p> 	<p>Text: The Little Red Hen Short -burst writing Story pattern: Cumulative tale Focus: Joining in chorally with actions Text: Making bread/pizza Text type: Instructional language Hot Write: How to make bread/pizza instructions</p> <p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p> 	<p>Text: The hungry caterpillar Short -burst writing Story pattern: Journey Focus: Story language + days of the week Text: Caterpillar/butterfly life cycle Text type: Diary Hot Write: Diary/poster of the life cycle of a caterpillar/butterfly</p> <p>Child confident to write a simple short story. May still need a phonics mat to support.</p> 


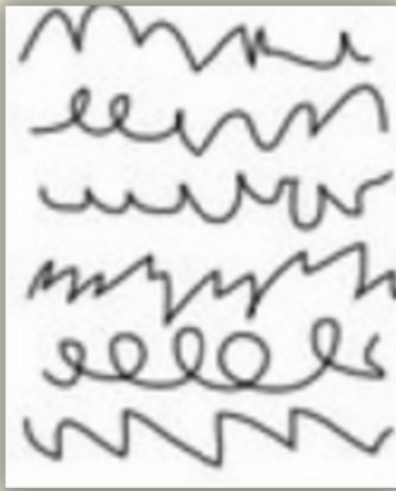



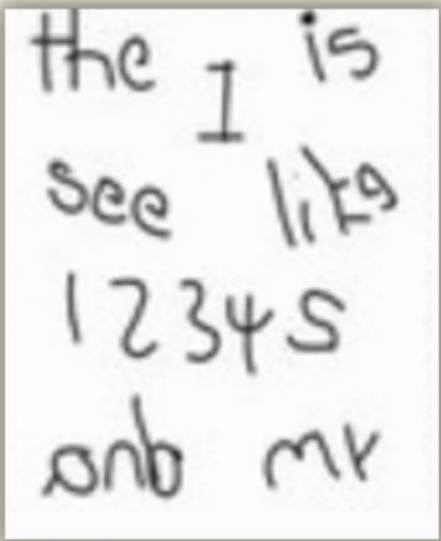
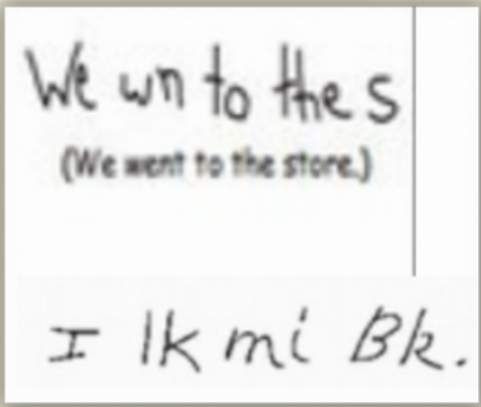

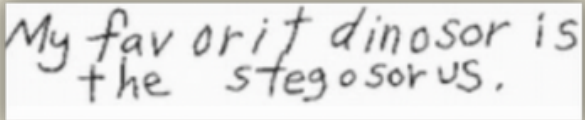
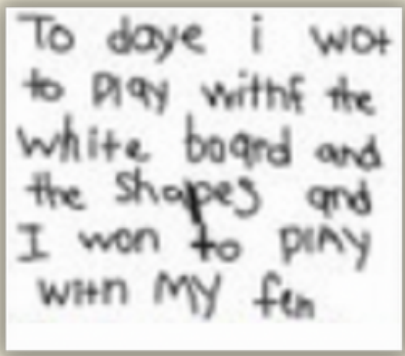
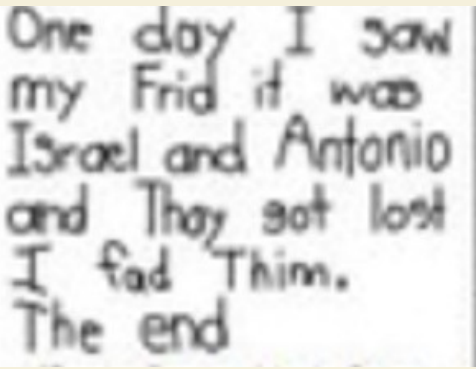


# Literacy

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

### Typical Writing Progression

Pre-Writing			Letter Strings		
Pictures	Mark Making	Sporadic	Symbols	Random Letters	Letter Strings
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Symbols that represent letters	Letters have no relationship	Letter strings move from L to R and move down the page
					
Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Vowel sounds appear Evidence of tricky words	A child hears beginning, middle and end sounds.	Whole sentence writing develops, spaces in between words	Multiple related sentences with many words spelled correctly, punctuation evident. Use of pre-cursive script.
					





# Mathematics

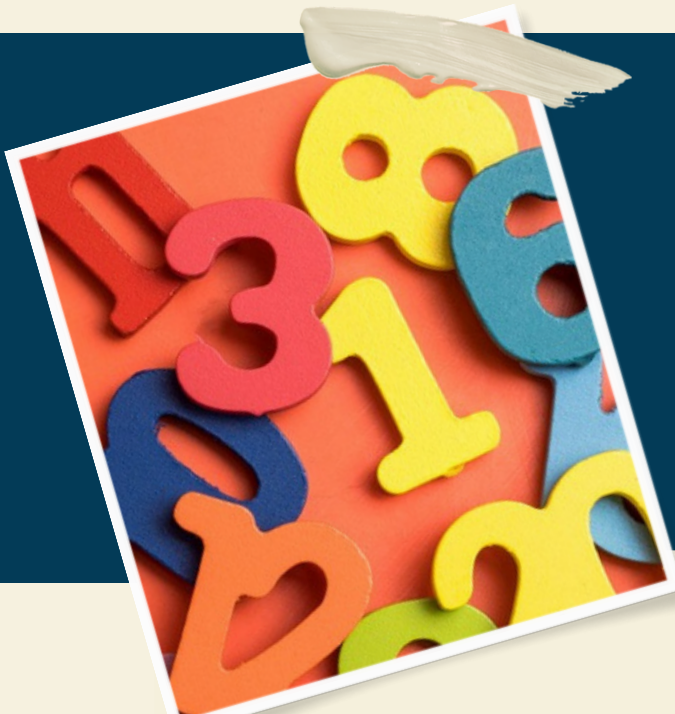
## 2025-2026

### Long Term Plan

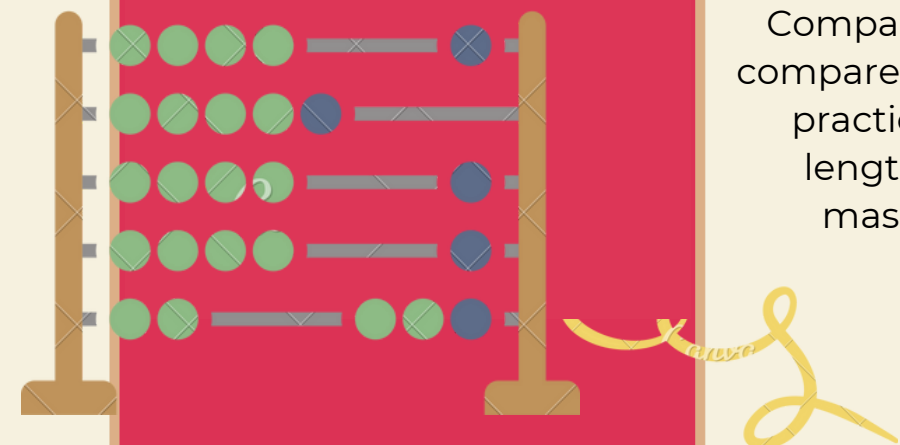


#### STATUTORY EDUCATIONAL PROGRAMME:

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 be afraid to make mistakes.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, interests, lines of enquiry	Do you want to be my friend? Family Meeting new people Our classroom and our school Harvest	Do squirrels Hide their nuts? Percy the Park Keeper Remembrance Day Fireworks Night Christmas	Tell me story Goldilocks and the Three Bears Gingerbread Man The Three Little Pigs Chinese New Year	Who are you going to call? Emergency services Trip Mother's Day	Do cows drink milk? Farm to fork Ground/Allotment changes Father's Day	Creep, wriggle and crawl Life cycles Transition
Celebrations & Experiences	Friendship film Transition into school Learning routines Harvest Festival	Remembrance Day Forest Friday Planting bulbs Nativity Diwali	Gingerbread Man film Postcards from the Gingerbread Person Chinese New Year	Firefighter/Dentist/Doctor /Police visit	Revisit bulbs Ice-cream taste testing Making bread Sports Day	Moving into Year 1 Caterpillars Garden
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one.	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
Y1 expectations	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights, mass/weight, time	Number Bonds: Represent and use number bonds and related subtraction facts within 20 (addition and subtraction) Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Shape: Recognise and name common 2-D and 3-D shapes,	Positional Language: Describe position, direction and movement, including half, quarter and three-quarter turns	Money: Recognise and know the value of different denominations of coins and notes	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years



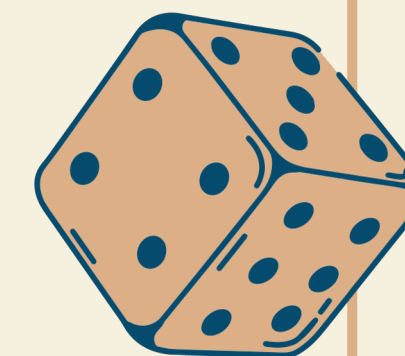
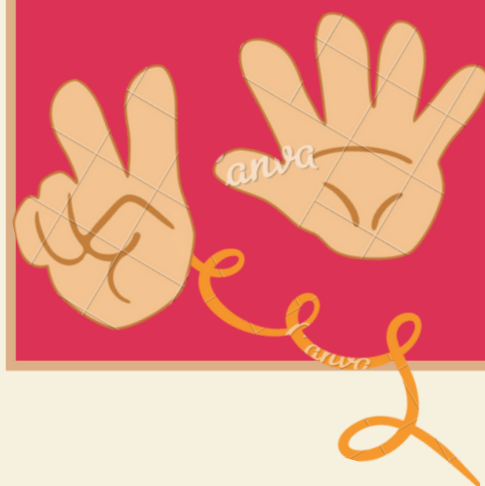


# Mathematics

Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Mathematics Skill Development throughout the year	<ul style="list-style-type: none"><li>• Link the number symbol with its cardinal number value</li><li>• Count beyond ten.</li><li>• Compare numbers</li><li>• Understand the 'one more/one less than' relationship between consecutive numbers</li><li>• Compare length, weight, and capacity.</li><li>• Select, rotate, and manipulate shapes to develop spatial reasoning skills.</li><li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li></ul>					
Ongoing revisits	Count objects, actions, and sounds. Introduction of subitising	Explore the composition of numbers to 5. Subitise up to 5 (perceptual) Automatic recall number bonds 0-5	Explore the composition of numbers to 8 Subitise (intro fo conceptual) Automatic recall number bonds 0-8	Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10
Coverage	Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Representing 1,2,3,4,5 Comparing 1,2,3,4,5 Composition of 1,2,3,4,5 Formation of 1,2,3,4,5 One more, one less Shapes which complement taught numbers - circle, triangle, square, pentagon. Positional language Time	Introducing zero Comparison of numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Pairs wise, five wise. Representing 6,7,8 Comparing 6,7,8 Composition of 6,7,8 Formation of 6,7,8 Length, height. Time	Numbers 7, 8, 9 Revisit pairs wise, five wise Combining groups Number bonds Graphical representations 3D shapes AB Pattern - continue, copy, and create repeating patterns	Number 10 and beyond- subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern - ABC, ABB, BBA Sunflower Challenge	Adding more Taking away Number bonds Shape - spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships





# Understanding the World

## Long Term Plan 2025-2026



### STATUTORY EDUCATIONAL PROGRAMME:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, interests, lines of enquiry	Do you want to be my friend? Family Meeting new people Our classroom and our school Harvest	Do squirrels Hide their nuts? Percy the Park Keeper Remembrance Day Fireworks Night Christmas	Tell me story Goldilocks and the Three Bears Gingerbread Man The Three Little Pig Chinese New Year Gingerbread Man film	Who are you going to call? Emergency services Trip Mother's Day	Do cows drink milk? Farm to fork Ground/Allotment changes Father's Day	Creep, wriggle and crawl Life cycles Transition
Celebrations & Experiences	Friendship film Transition into school Learning routines Harvest Festival	Remembrance Day Forest Friday Planting bulbs Nativity Diwali	Postcards from the Gingerbread Person Chinese New Year	Firefighter/Dentist/Doctor/Police visit	Revisit bulbs Ice-cream taste testing Making bread Sports Day	Moving into Year 1 Caterpillars Garden
The Reception Year provides the foundation for many skills the children will build upon in Year one.	Knowledge and skills developed in Y1 History Curriculum <b>Chronology Summary:</b> Children know some changes that happened from The Tudor period to present day and can order them. Children know how to use sequencing words, such as; <b>first, next, finally, then and after that, then, now</b> can be used to order information chronologically. Children can compare two different times in history using primary and secondary sources. Children know that things happened a very long time ago in relation to now. Children know that history can still be remembered by talking to people who were there. Children can order information on a timeline. <b>Change Summary:</b> Children know significant historical events include those that cause great change for large numbers of people. Children are able to describe a significant historical event in British history. <b>Significance Summary:</b> Children know and understand a person who is historically significant have made big changes in their lifetime., Have been a good or bad role model. Were known in their lifetime, made people's lives better or worse or changed the way people think. Children understand the term significant and explain why a significant individual is important. Children know significant historical events include those that cause great change for large numbers of people. They know features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Children can identify some key features of a significant historical event beyond living memory. <b>Humankind Summary:</b> Children explore aspects of everyday life include houses, jobs, objects, transport and entertainment. They describe an aspect of everyday life within or beyond living memory.		Knowledge and skills developed in Y1 Geography Curriculum <b>Locational knowledge:</b> Children know The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. The capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. Children know that they live in England Children know where St Nicholas is on a map of the UK Children use the language near/far. Children know that they live in St Nicholas (or other towns) and this is a place in England. <b>Human and Physical Geography:</b> Children know there are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Children know about the seasonal weather patterns of the local area. They keep a weather diary. Children can name some features of St Nicholas (The church, the park, near to the beach.) Children can describe places in St Nicholas that they like/dislike Children can describe some differences between London/Canterbury and St Nicholas. <b>Map work:</b> Children know an aerial photograph or plan perspective shows an area of land from above. Identify features and landmarks on an aerial photograph or plan perspective. Children use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. <b>Fieldwork:</b> Children undertake fieldwork which includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. Carry out fieldwork tasks to identify characteristics of the school grounds or locality.		Knowledge and skills developed in Y1 Science Curriculum <b>Biology:</b> Children can observe changes across the four seasons. Children can identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Children can identify and name a variety of common animals that are carnivores, herbivores and omnivores Children can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Children know the differences between things that are living, dead, and things that have never been alive. <b>Physics:</b> Children notice that light is reflected from surfaces. Children know that they need light in order to see things and that dark is the absence of light. <b>Chemistry:</b> Children can identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock. Children can describe the simple physical properties of a variety of everyday materials. Children can distinguish between an object and the material from which it is made.	





# Understanding the World

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of effective teaching and learning	<p>The EYFS statutory framework outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning form the bedrock of teaching understanding the world. These are:</p> <ul style="list-style-type: none"><li>• playing and exploring - children investigate and experience things, and 'have a go'</li><li>• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li><li>• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li></ul> <p>It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community.</p> <p>This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.</p>					
RE (LA syllabus)	<p>Children will encounter religions and worldviews through special people, books, times, places and objects around them. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world.</p> <p>Through the questions below the children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in different cultures and beliefs.</p>					
	CREATION Why is the word 'God' so important to Christians?	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	NEW TESTAMENT STORIES Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter garden?	WORLD FAITH STORIES Which stories are special and why?	WORLD FAITH STORIES Which stories are special and why?
Chronology skill development	<p>Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.</p>					
	Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Talk about and understand changes in their own lifetime, by creating a personal timeline.	Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Recount an event, orally, pictorial and/or with captions.	Recount an event, orally, pictorial and/or with captions.	Order experiences in relation to themselves and others, including stories.

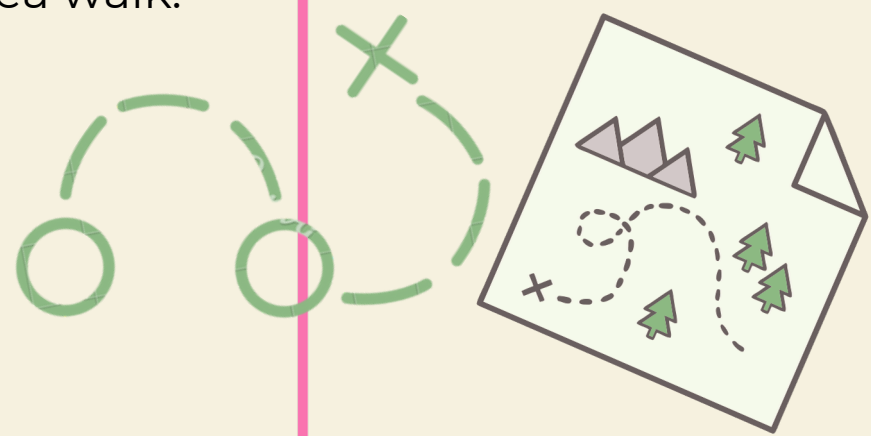




# Understanding the World

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1 Use technology to make	Spring 2	Summer 1	Summer 2
Enquiry Skill Development	Know that you can find out information from different sources e.g. internet, books. Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change.	Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.	observations or find information about different locations and places. Recognise, know, and describe features of China. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.	Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.	Identify features of growth and change.
Respect skill development	Respect special things in their own lives.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations. Recognise some environments that are different to the one in which they live - China	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations. Describe special events (Easter)	Understand that some places are special to members of their community.	Recognise some environments that animals live in. Recognise minibeasts and know how to respect and care for them.
Mapping skill development	Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read common signs and logos.	Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live e.g., China.	Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.	Draw information from a simple map and identify landmarks of our local area walk.	Create own maps using grid paper and symbols 



# Understanding the World

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science- Knowledge development	<p><b>Humans -</b> Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know humans have five senses.</p>	<p><b>Seasonal Changes –</b> Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in Autumn. Know and describe the seasonal weather.</p>	<p><b>Materials –</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled</p>	<p><b>Seasonal Changes-</b> Spring Revisit of objectives from Autumn 2. <b>Humans-</b> Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts.</p>	<p>Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower. Know the source of foods. Recognise the process that food goes through prior to eating it.</p>	<p><b>Seasonal Changes –</b> Revisit of objectives from Spring 1. <b>Animals (British Wildlife)-</b> Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. Describing habitats and some microhabitats. Make close observations of animals in the natural world. Make comparisons and identify similarities and differences. Understand through books and observations how animals change.</p>
Scientific vocabulary	<p>face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent, 5 senses</p>	<p>Seasonal Changes - Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow</p>	<p>material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p>	<p>Seasonal changes - as Autumn 1 + Spring Hygiene, healthy, nonhealthy, grow, change, germs, teeth brushing, dentist,</p>	<p>Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, food source</p>	<p>pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats, life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p>



# Understanding the World

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing communication skill development	Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.					
Ongoing observational skill development	Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					
Outdoor Learning	<p><b>FirePit</b> – Walking around the outside and sitting on log.</p> <p><b>Bubble trouble, nature bubble wands</b> exploring twisting and attaching and creating own bubble mixture.</p> <p>Show resilience and perseverance</p> <p><b>Journey stick</b>- Use all their senses in hands-on exploration of natural materials. Understand the effect of changing seasons.</p> <p><b>Suncatchers</b>-Use all their senses in hands-on exploration of natural materials talk about what they see.</p> <p><b>Nature names</b> -Explore the natural world around them</p> <p><b>Enemy Pie</b> • Know and talk about the different factors that support their overall health and wellbeing:</p> <p><b>Heart Hunt Nature hearts</b>-(palm drills) Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p><b>Friendship heart hunt</b>-(geocaching) See themselves as a valuable individual.. Build constructive and respectful relationships. •</p>	<p><b>Planting bulbs</b>-( helping Percy) Plant seeds and care for growing plants Begin to understand the need to respect and care for the natural environment and all living things</p> <p><b>Clay Hedgehogs</b> – follow clues to collect natural objects to create a hedgehog. Show resilience and perseverance .</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. •</p> <p><b>Nature owls (owl babies)</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Tree decorations (Palm drills)</b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p><b>Animal food (percy's woodland animal special mix)</b> Explore the natural world around them. • Describe what they see, hear and feel whilst outside.</p>	<p><b>Firepit</b> – <b>pancakes</b> around the firepit</p> <p>Know and talk about the different factors that support their overall health and wellbeing:.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p><b>Journey stick</b> Use all their senses in hands-on exploration of natural materials</p> <p>Talk about what they see.</p> <p><b>Baby bear bed making</b> Show resilience and perseverance.</p> <p><b>Gingerbread person hunt</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p><b>Chinese New Year</b> -mud painting symbols to create flags.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Leaf hunt making beanstalks</b></p> <p>Explore the natural world around them. •</p> <p><b>3 pigs houses experiment</b> with attaching and fixing materials. Show resilience and perseverance.</p>	<p><b>Firepit</b> – kneeling around the firepit to toast a marshmallow</p> <p>Manage their own needs..</p> <p><b>Firepit pancakes</b> Manage their own needs.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p><b>Toasting hot cross buns</b></p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Nature shapes</b> Talk about and explore 2d shapes .</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><b>Egg Hunt</b> – identifying birds and their eggs in our environment.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p><b>Firepit</b> – firepit cones, safely approaching firepit to toast cone. Manage their own needs.</p> <p><b>Journey stick</b> Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary. Understand the effect of changing seasons on the natural world around them.</p> <p><b>Leaf rubbings</b> – tree and leaf id</p> <p>Explore the natural world around them</p> <p><b>Tree trunk clay story characters</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Leaf animal pictures</b> – ID leaves and wild flowers Explore collections of materials with similar and/or different properties.</p> <p><b>Growing grass heads</b> Plant seeds and care for growing plants.</p> <p><b>Chick visit</b> – observations of a chicks life cycle and noticing changes on a weekly basis.</p>	<p><b>Firepit</b> – Popcorn Manage their own needs. <b>Seed bombs</b> Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. <b>Binoculars</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p><b>Butterflies</b> Develop their small motor skills so that they can use a range of tools <b>Minibeast hunting</b> ID minibeasts Explore the natural world around them. <b>Nature minibeast art</b> Explore the natural world around them</p>



# Expressive arts and design

## Long Term Plan 2025-2026



### STATUTORY EDUCATIONAL PROGRAMME:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, interests, lines of enquiry	Doyouwant tobe myfriend? Family Meeting new people Our classroom and our school Harvest	Do squirrels Hide their nuts? Percy the Park Keeper Remembrance Day Fireworks Night Christmas	Tell me story Goldilocks and the Three Bears Gingerbread Man The Three Little Pig Chinese New Year Gingerbread Man film	Who are you going to call? Emergency services Trip Mother's Day	Do cows drink milk? Farm to fork Ground/Allotment changes Father's Day	Creep, wriggle and crawl Life cycles Transition
Celebrations & Experiences	Friendship film Transition into school Learning routines Harvest Festival	Remembrance Day Forest Friday Planting bulbs Nativity Diwali	Postcards from the Gingerbread Person Chinese New Year	Firefighter/Dentist/Doctor/Police visit	Revisit bulbs Ice-cream taste testing Making bread Sports Day	Moving into Year 1 Caterpillars Garden
The Reception Year provides the foundation for many skills the children will build upon in Year one.	Art Knowledge and skills developed in Y1 Art curriculum <i>A summary of materials::</i> Mark-making using different drawing tools. Colouring neatly. Showing different tones with pencils. Combining materials. Beginning techniques such as rolling, cutting, moulding, carving and marking using simple tools. Making simple joins when creating clay sculptures. Developing a sketchbook habit. Knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Deciding which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen. <i>A summary of creativity:</i> Observing and describing patterns and beginning to replicate them. Talking to a peer or teacher about the artwork made. Taking inspiration from notable artwork to influence their own pieces. Expressing and sharing opinions about artwork. <i>A summary of significance:</i> Use words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist.		Design and Technology Knowledge and skills developed in Y1 D.T curriculum <i>A summary of humankind:</i> Name and explore a range of everyday products and describe how they are used. <i>A summary of the Nature:</i> Developing knowledge that all food comes from plants or animals, that food has to be farmed, grown or caught. Describing the differences between some food groups (i.e., sweet, vegetable etc.) They will learn of at least one British inventor, designer, engineer, chef or manufacturer. They will be beginning to design products that have a clear purpose and an intended user. <i>A summary of design:</i> Design criteria are the explicit goals that a project must achieve. Create a design to meet simple design criteria. <i>A summary of creativity:</i> Different materials can be used for different purposes, depending on their properties. <i>A summary of the investigation:</i> Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). They will cut, peel or grate ingredients safely and hygienically. Knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Deciding which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen.		Music Knowledge and skills developed in Y1 Music curriculum <i>A summary of the composition:</i> Experimenting with, creating, selecting and combining sounds. Improvising and composing music for a range of purposes. Using and understanding staff and other musical notations. <i>A summary of the performance:</i> Using their voices expressively and creatively by singing songs and speaking chants and rhymes. Listening with attention to detail and recall sounds with increasing aural memory. Playing and performing in solo and ensemble contexts. <i>A summary of the appraisal:</i> Listening with concentration and understanding to a range of high-quality live and recorded music.	
Y1 expectations						



# Expressive arts and design

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Expressive art</b>	Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga.					
<b>Musical Development via Charanga</b>	ME! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught... This Old Man Five Little Ducks Name Song Things For Fingers	MY STORIES! I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	EVERYONE! Wind The Bobbin Up Rock-a-bye Baby Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	OUR WORLD Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	BIG BEAR FUNK! a transition unit that prepares children for their musical learning in Year 1	Reflect, Rewind & Replay Listen and Appraise Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
<b>Artist Studies</b>	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
<b>Artist Studies</b>	Vincent Van Gogh Alma Thomas	Jackson Pollock Monet	Turner Frank Bowling	Turner Frank Bowling	Vincent Van Gogh Andy Goldsworthy	Anthony Gormley (local) Henry Matisse





# Expressive arts and design

## Long Term Plan 2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Creative Art</u>	Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open-ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well as on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).					
Mark Making/ Drawing	Understand how to grip a pencil comfortably and explore making marks, creating lines, circles and crosses.  Give meaning to marks made. Skill/Knowledge: Look at patterns in the style of Alma Thomas	<b>Skill:</b> observational drawing- pumpkins/poppies Understand how to create closed shapes with continuous lines and begin to use these shapes to represent objects.	<b>Skill:</b> show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity representing a face with a circle and including details.	<b>Skill:</b> observational drawing people who help us vehicles/still life.	<b>Skill:</b> observational drawing - Sunflowers/Daffodils Show accuracy and care in their drawing.	<b>Skill:</b> produce more detailed work and say what they have included.
Colour	<b>Experience:</b> Explore colours and how they can be changed. Identify light and dark colours.	<b>Knowledge:</b> Recognise and name colours.	<b>Skill:</b> to be able to create a wash background and combining colour.	<b>Skill:</b> colours in nature and how they can be applied to art in the style of Andy Goldsworthy.	<b>Skill:</b> exploring shades of colour and how to make different shades.	<b>Skill:</b> to be able to choose a particular colour for a purpose.
Painting	<b>Skill/knowledge:</b> Painting within lines: self portraits	<b>Skill/Knowledge:</b> splatter painting in the style of Jackson Pollock.. Explore backgrounds in the style of Monet.	<b>Experience:</b> explore different paint types - watercolour, powder paint, acrylic, ready mix paint.	<b>Skill:</b> To mix paints to make new colours following instructions.	<b>Experience:</b> explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	<b>Skill:</b> paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.
Printing	<b>Skill:</b> Printing with hands, feet and fingers. Print in the style of Alma Thomas	<b>Skill:</b> Printing with sponges, roller/scrapers-leaf printing	<b>Skill:</b> printing with natural objects/food e.g. leaves, pine cones.	<b>Skill:</b> printing simple repeating patterns. Recognise patterns in the environment (vehicle parts).	<b>Skill:</b> to be able to create using own ideas and explain the choices.	<b>Skill:</b> symmetrical printing - butterflies as inspiration.
Textiles/materials	<b>Skill:</b> selecting a desired material in order to achieve a desired effect. Understanding: How different materials/textures feel and explore freely e.g. malleable, fabrics, natural.	<b>Skill:</b> Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	<b>Knowledge:</b> understand the purpose of different textiles/materials. e.g. winter clothing. Skill-Running stitch (Cinderella)	<b>Skill:</b> Collage Skill: follow instructions to make own play dough.	<b>Skill:</b> Weaving (natural and manmade materials)	<b>Skill:</b> Sewing using a pre-running stitch with natural resources.. Tie-die with pipettes and felt tips
3D work	<b>Understanding:</b> To know what transient art is. Transient art will continue to be offered in continuous provision.	<b>Skills:</b> to use simple joins when using different materials to create 3D work e.g. sellotape, masking tape, glue	<b>Skill:</b> creating work to celebrate special days e.g. decorations (paper chains, bunting) for Chinese New Year, Valentine's Day	<b>Skill:</b> Making own props/puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress	<b>Skill/Knowledge:</b> Natural art in the style of Andy Goldsworthy	<b>Skill focus:</b> be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.





# Expressive arts and design

## Long Term Plan

2025-2026

The knowledge, skills, understanding and planned experiences gained by the end of the reception year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cutting skills	Skill: Using one-handed tools and equipment e.g. making snips in paper. Reinforce thumbs on top technique.	Cutting skill: use scissors to cut in a straight line.	Cutting skill: use scissors to cut curved lines.	Cutting Skill: use scissors to cut shapes.	Cutting Skill: use scissors independently.	Cutting skill: use scissors for a particular purpose when combining different media and materials.
<u>Being Imaginative</u>	Take part in simple, pretend play often based on familiar experiences e.g. making dinner, dressing the baby.  Uses available resources to create props or creates imaginary ones to support play.  Develop storylines through small-world or role-play.  Role-play areas will be: Inside-Home corner and Percy's Hut Outside: Shop		Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.  Role-play areas will be: Inside-Three Little Pigs Construction and St Nicholas Clinic Outside: Cake shop and Fire station		Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping  Role-play areas will be: Inside-Garden Centre and Coffee shop Outside: Farm shop	





# Specific Curriculum Goals

Long Term Plan 2025-2026

Our curricular goals highlight all the things we want children to know, experience and be able to do as a result of their time in Reception. Much of the time the children will guide their own learning but we are mindful of the outcomes we want our children to reach, and guide our children towards them.

## COMMUNICATION & LANGUAGE

ASK a relevant question, make a relevant comment.

CONVERSE in a back and forth exchange with friends and teachers

EXPRESS ideas and feelings with confidence

## PERSONAL, SOCIAL & EMOTIONAL

Show THE ST NICHOLAS WAY & KINDNESS to others

Show COURAGE to complete a goal

Show RESILIENCE in the face of challenges

Show CURIOSITY in the world around them

## PHYSICAL EDUCATION

USE cutlery with confidence

HOLD a pencil effectively

RIDE a two wheeled bike

## LITERACY

RETELL a story through play

READ simple sentences and books containing phase 2 and 3 sounds

WRITE simple phrases and sentences that can be read by others

## MATHEMATICS

UNDERSTAND in depth numbers to 10, including number bonds.

RECOGNISE the pattern of the counting system

COMPARE quantities in different contexts

## UNDERSTANDING THE WORLD

KNOW their own family tree

CARE for our school grounds

APPRECIATE different religious and cultural communities in their hometown, and around the world

UNDERSTAND how to read a simple map

## EXPRESSIVE ARTS & DESIGN

CREATE a painting to be displayed in an art gallery

PERFORM a story, song, poem or rhyme to an audience

