



## Reception Long Term Plan 2026-2027

**This document aims to ensure that children develop the foundational knowledge and skills throughout the year, achieve the early learning goals, reach a good level of development, and leave Reception well prepared to continue their future learning in Year 1 and beyond.**

**The topics outlined in the long-term plan are covered in a variety of ways, including areas of continued and enhanced provision, child-led play, adult-led activities, and both indoor and outdoor learning opportunities, with all planning (topic and enhanced provision) remaining flexible and guided by the children's interests.**

| Reception                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                       |                                                                                                                                                           |                                                                                                                      |                                                                                                                                                                           |                                                                                                                                 |
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|                                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                              | Spring 1                                                                                                                                                  | Spring 2                                                                                                             | Summer 1                                                                                                                                                                  | Summer 2                                                                                                                        |
| Theme                                | <b>Marvellous Me</b><br>(families, feelings, body, friendships)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Weather &amp; Celebrations</b><br>(Seasons, Diwali, Nativity Story, Christmas)                                                                                     | <b>Once Upon a Time</b><br>(fairy tales, nursery rhymes, storytelling)                                                                                    | <b>Growing and Changing</b><br>(plants, lifecycles, healthy living)                                                  | <b>Living Things</b><br>(pets, jungle, farm, sea creatures, minibeasts)                                                                                                   | <b>Journeys</b><br>(holidays, transition to Year 1, space explorers)                                                            |
| Experiences/ Trips                   | Harvest Festival, Black History Month, Bonfire Night, Anti- Bullying Week, Remembrance Day, Children in Need, Nativity Play, Christmas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                       | Career Aspirational Day, World Book Day, Online Safety Day, Easter                                                                                        |                                                                                                                      | Local Minibeast Hunt, Whole School Sports Day, Transition to Year 1                                                                                                       |                                                                                                                                 |
| <b>Communication &amp; Language:</b> | <b>Educational Programme:</b> The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling 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. |                                                                                                                                                                       |                                                                                                                                                           |                                                                                                                      |                                                                                                                                                                           |                                                                                                                                 |
|                                      | <b>Listening, Attention and Understanding</b><br><br><b>Speaking</b><br>-Getting to know you activities<br>-Practise good sitting and listening skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Listening, Attention and Understanding</b><br><br><b>Speaking</b><br>- Settling in activities<br>-Listen carefully<br>-Carpet time: sit for longer periods of time | <b>Listening, Attention and Understanding</b><br><br><b>Speaking</b><br>- Listen to and follow instructions<br>-Ask ‘how’ and ‘why’ questions to find out | <b>Listening, Attention and Understanding</b><br><br><b>Speaking</b><br>-Listen to stories without props or pictures | <b>Listening, Attention and Understanding</b><br><br><b>Speaking</b><br>-Follow complex instruction<br>-Listen to and comment on non-fiction books (minibeasts/ dinosaurs | <b>Listening, Attention and Understanding</b><br><br><b>Speaking</b><br>-Articulate ideas and thoughts in well-formed sentences |

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|                          | <ul style="list-style-type: none"> <li>-Listen to a range of stories</li> <li>-circle time</li> <li>- sharing familiar experiences</li> <li>-Understand and answer why questions</li> <li>-Sing songs and nursery rhymes</li> <li>-Speak in full sentences</li> <li>-Share opinions – I like/dislike (Marvellous Me)</li> <li>-Carpet partners</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>-Learn and use new vocabulary</li> <li>-Story time: listen and respond</li> <li>-Speak in full sentences</li> <li>-Carpet partner discussions</li> <li>-Understand and respond to questions</li> <li>-Learn songs and nursery rhymes</li> </ul> | <ul style="list-style-type: none"> <li>more and check they understand what has been said to them</li> <li>-Learn and use new vocabulary</li> <li>-Retell stories</li> <li>-Describe events in detail</li> <li>-Expand sentences with conjunctions</li> <li>-Learn song, poems and nursery rhymes</li> <li>-Carpet partners</li> <li>-Circle time</li> </ul> | <ul style="list-style-type: none"> <li>-Listen to a range of non-fiction books</li> <li>-Retell an event using time connectives</li> <li>-Use talk to explain thinking and make predictions</li> <li>-Learn and use new vocabulary</li> <li>-Use different tenses</li> <li>-Carpet partners</li> <li>-Circle time</li> </ul> | <ul style="list-style-type: none"> <li>-Listen to and comment on non-fiction books (minibeasts/dinosaurs)</li> <li>-Continue to learn and use new vocabulary</li> <li>-Form and express opinions based on what has been read to them – relating it to their own lives</li> <li>-Carpet partners</li> <li>-Circle time</li> </ul> | <ul style="list-style-type: none"> <li>-Offer explanations for why things might happen, using recently introduced vocabulary</li> <li>-Use new vocabulary in different contexts</li> <li>-Carpet partners</li> <li>-Circle time</li> </ul> |
| <b>ELG (End of Year)</b> | <p><b>ELG: Listening, Attention and Understanding:</b><br/> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;<br/> Make comments about what they have heard and ask questions to clarify their understanding;<br/> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b><br/> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;<br/> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;<br/> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                            |

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| <b>PSED:</b> | <b>Educational Programme:</b> Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                 |
|              | <b>Self-Regulation</b><br><br><b>Managing Self</b><br><br><b>Building Relationships</b><br><br>-Support children to develop good personal hygiene incl. Oral hygiene<br>-Healthy Eating – snack time<br>-Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Self-Regulation</b><br><br><b>Managing Self</b><br><br><b>Building Relationships</b><br><br>-Support children to develop good personal hygiene incl. Oral hygiene<br>-Healthy Eating – snack time<br>- Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing) | <b>Self-Regulation</b><br><br><b>Managing Self</b><br><br><b>Building Relationships</b><br><br>-Support children to develop good personal hygiene incl. Oral hygiene<br>-Healthy Eating – snack time<br>- Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing) | <b>Self-Regulation</b><br><br><b>Managing Self</b><br><br><b>Building Relationships</b><br><br>-Support children to develop good personal hygiene incl.<br>-Oral hygiene<br>Healthy Eating – snack time<br>-Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing) | <b>Self-Regulation</b><br><br><b>Managing Self</b><br><br><b>Building Relationships</b><br><br>-Support children to develop good personal hygiene incl.<br>-Oral hygiene<br>Healthy Eating – snack time<br>-Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing)<br>-Use resources to explain the importance of the different aspects of a healthy lifestyle, how minibeasts help to make our food grow | <b>Self-Regulation</b><br><br><b>Managing Self</b><br><br><b>Building Relationships</b><br><br>-Support children to develop good personal hygiene incl.<br>-Oral hygiene<br>Healthy Eating – snack time<br>-Support children to understand what their bodies need to stay healthy (food, water, rest, appropriate clothing)<br>-Use resources to explain the importance of sun and water safety |



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|  | <u>New Beginnings</u><br>-Settling in<br>-Sense of belonging<br>-Managing feelings<br>-Understanding the feelings of others<br>-Social skills (sharing/turn taking/kindness)<br>-Class rules and routines | <u>Getting on</u><br>-Building relationships<br>-Making friends<br>-Managing feelings<br>-Resolving conflict | <u>Good to Be Me</u><br>-Understanding feelings<br>-Self-awareness and self confidence<br>-Celebrating differences<br>-Developing resilience | <u>Going for Goals</u><br>-Self-confidence and self-awareness<br>-Setting and planning to reach a goal<br>-Understanding strengths and areas for development<br>-Perseverance<br>-Resilience | <u>Relationships</u><br>-Building relationships<br>-Understanding feelings and the feelings of others<br>-Managing feelings/staying calm<br>-Making choices and working co-operatively with others<br>-Perseverance<br>-Resilience | <u>Changes</u><br>-Transition managing feelings associated with change<br>- Self-awareness and confidence—reflecting on how far we have come<br>-Resolving disagreements<br>-Perseverance<br>-Resilience |
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| <p><b>ELG</b><br/><b>(End of year)</b></p> | <p><b>ELG: Self-Regulation:</b><br/>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;<br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;<br/>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self:</b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;<br/>Explain the reasons for rules, know right from wrong and try to behave accordingly;<br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships:</b> Work and play cooperatively and take turns with others;<br/>Form positive attachments to adults and friendships with peers;<br/>Show sensitivity to their own and to others' needs.</p> |
| <p><b>E.g. Vocabulary</b></p>              | <p>Fair, unfair, share, care, similar, different, same, consequence, helpful, rules, kind, gentle, belonging, agreement, disagreement, conflict, responsibility, decision, view, opinion, mediate, compromise, discuss, negotiate, compliment, emotion, flexible, generous, spiteful, bully, positive, take turns, unique, personality, proud, characteristics, successful, challenge, friend, foe, enemy, like, dislike, behaviour, risk, resolution, point of view, hygienic, unhealthy, healthy, goal, persevere, resilient, confident, germs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Physical Development:</b> | <b>Educational Programme:</b> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives <sup>7</sup> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |
|                              | Right Way Sports:<br>Fundamentals<br>Focusing on Using Beanbags                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                             | Right Way Sports:<br>Focus on Using Balls<br>Throwing & Catching                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                             | Right Way Sports:<br>Introduction to Team Games<br>Athletics                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                             |
|                              | <b>Gross Motor Skills</b><br><br>-Changing for PE<br>-Zipping up coats<br>-Experimenting with different ways of moving: climbing, jumping, crawling, hopping, skipping (obstacle courses – focus on core strength)<br>-Parachute games<br>-Using equipment safely<br>-Moving around safely (lining up and queuing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Gross Motor Skills</b><br><br>-Throwing and catching ball skills<br>-Using apparatus and equipment safely - rules<br>-Outdoor large construction (crates and planks) – climbing<br>-Balancing games<br>-Mirror me activities<br>-Moving in time to music (Firework dance)<br>-Using equipment safely<br>-Changing for PE | <b>Gross Motor Skills</b><br><br>-Experiment moving in different ways on equipment<br>-Balancing skills<br>-Move confidently, mount and dismount equipment safely (jump and land safely)<br>-Travel with skill under, over, through and around equipment<br>-Dance related activities - moving to music (linked to topic) | <b>Gross Motor Skills</b><br><br>-Negotiate space successfully, adjusting speed and changing direction to avoid obstacles<br>-Show increasing control over an object: throwing, catching, kicking, passing, batting, aiming | <b>Gross Motor Skills</b><br><br>-Use equipment safely<br>-Develop over-all body strength, co-ordination, balance and agility and apply in a range of activities<br>-Begin to safely use games equipment (hockey sticks and bats)<br>-Start to develop hand-eye co-ordination<br>-Begin to participate in team games (e.g. bucket rounders) | <b>Gross Motor Skills</b><br><br>-Use core muscle strength to achieve good posture required for sitting at a table to write<br>-Negotiate space and obstacles safely, with consideration for themselves and others;<br>-Demonstrate strength, balance and coordination when playing;<br>-Move energetically and competently when running, jumping, dancing, |



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|                              | <b>Fine Motor Skills</b><br><br>-Busy fingers -daily activities for fine motor skills (threading, cutting, weaving, playdough, lego, etc.)<br>-Mark making using gross motor skills (lines and circles)<br>-Using a knife and fork                                                                                                                                                                                                                                                                                                                                | <b>Fine Motor Skills</b><br><br>-Busy fingers- daily activities for fine motor skills (threading, cutting, weaving, playdough. Lego, etc.)<br>-Show preference for dominant hand<br>-Develop small motor skills: beginning to apply more pressure on paper to print<br>-Use paintbrushes<br>-Use pencils for writing and drawing<br>-Teach letter formation | <b>Fine Motor Skills</b><br><br>-Busy fingers- daily activities for fine motor skills (threading, cutting, weaving, playdough, lego etc.)<br>-Handle tools, objects, construction and malleable materials with increasing control<br>-Use scissors<br>-Use an effective pencil grip | <b>Fine Motor Skills</b><br><br>-Busy fingers- weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego etc.)<br>-Hold a pencil effectively with a comfortable grip and form recognisable letters and numbers (most correctly formed)<br>-Follow a line when cutting and have increase control over the scissors | <b>Fine Motor Skills</b><br><br>-Busy fingers- weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego etc.)<br>-Continue to develop pencil grip and letter formation<br>-Increased accuracy when drawing<br>-Cut along a straight line with scissors<br>-Have increasing control when cutting along a curved line | hopping, skipping and climbing<br>Sports Day<br><br><b>Fine Motor Skills</b><br><br>-Busy fingers- daily activities for fine motor skills (threading, cutting, weaving, playdough, lego etc.)<br>-Form letters correctly (lower case and some capital letters)<br>-Draw pictures that are recognisable<br>-To colour inside the lines of a picture. |
| <b>ELG<br/>(End of Year)</b> | <b>ELG: Gross Motor Skills:</b><br>Negotiate space and obstacles safely, with consideration for themselves and others;<br>Demonstrate strength, balance and coordination when playing;<br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br><br><b>ELG: Fine Motor Skills:</b><br>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;<br>Use a range of small tools, including scissors, paint brushes and cutlery;<br>Begin to show accuracy and care when drawing. |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                     |

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| <b>E.g. Vocabulary</b> | Core, clockwise, anti-clockwise, tripod grip, isolate, forwards, balance, midline, vertical, wobble, backwards, muscles, strong, symmetrical, stable, sideways, co-ordinate, stamina, alternating, straight, large, top, bottom, upper, lower, small, tracking, left, right, across, together, stretch, pose, fitness, exercise, healthy, pincer grip, repeat, mobility, practise, physical, unhealthy, next, control.                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Literacy:</b>       | <b>Educational Programme:</b> 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). |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                    |
|                        | <b>Comprehension</b><br><br>-Listen to and join in with nursery rhymes and phrases from familiar stories<br>-Experience and use new vocabulary<br>-Understand print carries meaning and how to handle and read books<br>-Discuss books we have read and talk about our ideas (including wordless books)<br>-Talk about characters and events in a story (focus texts and story time)                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Comprehension</b><br><br>-Listen to a story and make predictions. Talk about features of a story – characters, setting, events and make links to own life experiences<br>-Respond to ‘who, where, what and when’ questions linked to text<br>-Learn about story sequencing – beginning, middle, end<br>- Using actions to sequence and retell a story | <b>Comprehension</b><br><br>-Discuss key events and characters in a story and make predictions using text, illustrations and title.<br>-Retell a story and story mapping<br>-Using adjectives to describe a character or setting<br>-Begin to introduce elements of VIPERS (Literacy Shed)<br>-Understand the structure of a non-fiction book is different to a fiction book | <b>Comprehension</b><br><br>-Talk about our ideas<br>-Describe events, characters, settings in a story<br>-Retell stories in the correct sequence<br>-Say how we feel about stories and poems, what parts of the story we liked or disliked; identify favourite characters, events, or settings and say why.<br>-Independently access the features of a non-fiction book.<br>-Develop own narratives and explanations by | <b>Comprehension</b><br><br>-Correctly sequence a story or event using pictures and/or captions.<br>-Predict or respond to questions about ‘how’ and ‘why’ something is happening in a text.<br>-Begin to understand the difference between different types of texts (fiction, nonfiction, poetry)<br>-Continue to develop VIPERS skills | <b>Comprehension</b><br><br>-Retell the main events of a text in the correct sequence, using own words and include new vocabulary<br>- Use developing VIPERS skills to answer questions about a text<br>-Identify features of a book and their purpose: front cover, title, back cover, blurb, illustration, illustrator, author<br>-Listen to stories, accurately |

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|  | <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>-Shared reading</li> <li>-Individual reading (when ready)</li> <li>-Review 7 aspects of sound (small group activities)</li> <li>-Be able to orally blend and segment</li> <li>-Hear and say the initial sounds in words</li> <li>-Begin to decode VC and CVC words</li> <li>-Introduce Phase 2 HFW (high frequency words and CEW (common exception words also called tricky words)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Give meaning to marks</li> <li>-Use talk to link ideas, clarify thinking and feelings.</li> </ul> | <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>-Shared reading</li> <li>-Individual reading</li> <li>-Blending phase 2 sounds to read simple words, captions and sentences</li> <li>-Tracking words with reading finger</li> <li>-Using sound buttons to support blending skills</li> <li>-Read back to check understanding</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Understand phoneme/grapheme relationship.</li> <li>-Use some recognisable letters and own symbols</li> </ul> | <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>-Shared reading</li> <li>-Individual reading</li> <li>-Guided reading</li> <li>-Begin to identify and understand punctuation (exclamation and punctuation marks)</li> <li>-Using a reading finger to track</li> <li>-Decode phase 2 and 3 words to read simple captions and sentences</li> <li>-Read HFW and CEW (phase 3)</li> <li>-Read two-syllable words</li> <li>-Read back to check understanding</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Write from left to right and top to bottom.</li> <li>-Continue to form recognisable letters</li> <li>-Write VC and CVC words independently</li> </ul> | <p>connecting ideas and events</p> <ul style="list-style-type: none"> <li>-Continue to develop VIPERS skills</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>-Shared reading</li> <li>-Individual reading</li> <li>-Using a reading finger to track</li> <li>-Decode words made up of known letter-sound correspondences to read simple captions and sentences</li> <li>-Read HFW and CEW (phase 3)</li> <li>-Read multi-syllabic words</li> <li>-Read back to check understanding</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.</li> <li>-Use strategies to write captions, labels</li> </ul> | <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>-Shared reading</li> <li>-Individual reading</li> <li>-Using a reading finger to track</li> <li>-Decode words made up of known letter-sound correspondences to read simple captions and sentences</li> <li>-Read HFW and CEW (phase 3 and 4)</li> <li>-Read multi-syllabic words</li> <li>-Read words with adjacent consonants</li> <li>-Read back to check understanding</li> <li>-Begin to use expression when reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Spell words using knowledge of known GPCs</li> <li>-Make phonetically plausible attempts when writing more complex unknown words.</li> </ul> | <p>anticipating key events and respond to what is heard with relevant comments, questions and reactions</p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>-Shared reading</li> <li>-Individual reading</li> <li>-Using a reading finger to track</li> <li>-Decode words made up of known letter-sound correspondences to read simple captions and sentences</li> <li>-Independently read some HFW fluently</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Independently write sentences linked to focus books</li> <li>-Write a simple narrative in short</li> </ul> |
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## Reception Long Term Plan 2026-2027



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|                                                                                                                                                                                                                           | <p>-Understand that thoughts and stories can be written down.</p> <p>-Name writing, writing initial sounds, drawing and labelling family and favourite toys, labelling body parts (own symbols/initial sounds/sounds learnt so far),</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>- Write letters and strings, sometimes in clusters like words.</p> <p>-Name writing</p> | <p>using Phase 2 and some phase 3 graphemes</p> <p>-Use strategies to orally compose then write labels, captions and sentences linked to focus texts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>and sentences linked to focus texts</p> | <p>-Writing sentences linked to focus books</p> | <p>sentences with known GPCs</p> <p>-Make phonetically plausible attempts when writing more</p> <p>-complex unknown words e.g., using Phase 4 CCVCC Spell some Common Exception words correctly</p> |  |                                                                                                                                                                                                                           |                                                                                                                                                       |
|                                                                                                                                                                                                                           | <p><u>Literacy</u></p> <p>In Reception we have a ‘Book of the Week.’ We complete a range of activities to develop our understanding of stories and love of reading. These include learning new vocabulary, acting out stories and creating props to support role play. We also complete a weekly adult-led focus group activity, which aligns with our current phonological awareness and writing skills.</p> <p>*Please note that selected texts may change in response to children’s interests.</p> <p><u>Focus Texts:</u></p> <p>The Colour Monster</p> <p>Not Now Bernard</p> <p>Owl Babies</p> <p>Dear Zoo</p> <p>Goldilocks</p> <p>Rama and Sita (The Diwali Story)</p> <p>Where the Wild Things Are</p> |                                                                                            | <p>During the Spring and Summer terms, children will work with a class text and produce a piece of writing based on this text. Children will produce a range of different writing outcomes.</p> <p>Some of the texts we will be focusing on are:</p> <table><tr><td><p><u>Spring</u></p><p>Farmer Duck</p><p>The Three little Pigs</p><p>Little Red Riding Hood</p><p>Gingerbread Man</p><p>The Three Billy Goats Gruff</p><p>Jasper’s Beanstalk</p><p>The Very Hungry Caterpillar</p></td><td><p><u>Summer</u></p><p>The Snail and the Whale</p><p>Superworm</p><p>Mad About Minibeasts</p><p>The Bad Tempered Ladybird</p><p>The Gruffalo</p></td></tr></table> |                                            |                                                 |                                                                                                                                                                                                     |  | <p><u>Spring</u></p> <p>Farmer Duck</p> <p>The Three little Pigs</p> <p>Little Red Riding Hood</p> <p>Gingerbread Man</p> <p>The Three Billy Goats Gruff</p> <p>Jasper’s Beanstalk</p> <p>The Very Hungry Caterpillar</p> | <p><u>Summer</u></p> <p>The Snail and the Whale</p> <p>Superworm</p> <p>Mad About Minibeasts</p> <p>The Bad Tempered Ladybird</p> <p>The Gruffalo</p> |
| <p><u>Spring</u></p> <p>Farmer Duck</p> <p>The Three little Pigs</p> <p>Little Red Riding Hood</p> <p>Gingerbread Man</p> <p>The Three Billy Goats Gruff</p> <p>Jasper’s Beanstalk</p> <p>The Very Hungry Caterpillar</p> | <p><u>Summer</u></p> <p>The Snail and the Whale</p> <p>Superworm</p> <p>Mad About Minibeasts</p> <p>The Bad Tempered Ladybird</p> <p>The Gruffalo</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                            |                                                 |                                                                                                                                                                                                     |  |                                                                                                                                                                                                                           |                                                                                                                                                       |



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| <p><b>Phonics (Little Wandle)</b></p> <p>*words in red are tricky words taught</p> | <p>Week 1: s a t p<br/>Week 2: i n m d<br/>Week 3: g o c k <b>is</b><br/>Week 4: ck e u r <b>l</b><br/>Week 5: h b f l <b>the</b></p> | <p>Week 1: ff ll ss j<br/>Week 2: v w x<br/>Week 3: z zz qu words ending with s ch<br/>Week 4: sh th ng nk<br/>Week 5: words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)<br/>*put pull full as and has his her go no to into she push he of we me be</p> | <p>Week 1: ai ee igh oa<br/>Week 2: oo oo ar or<br/>Week 3: ur ow oi ear<br/>Week 4: air er words with double letters: dd mm tt bb rr gg pp ff<br/>Week 5: longer words<br/>* was you they my by all are sure pure</p> | <p>Week 1: review<br/>Phase 3- ai ee igh oa oo ar or ur oo ow oi ear<br/>Week 2: review<br/>Phase 3- er air words with double letters longer words<br/>Week 3: words with two or more digraphs<br/>Week 4: longer words words ending in -ing compound words<br/>Week 5: longer words words with s in the middle /z/ s words ending -s words with -es at</p> | <p>Week 1: short vowels CVCC<br/>Week 2: short vowels CVCC CCVC<br/>Week 3: short vowels CCVCC CCCVC CCCVCC longer words<br/>Week 4: longer words compound words<br/>Week 5: root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est<br/><b>Tricky Words: said so have like some come love do were here there when what one little says</b></p> | <p>Week 1: long vowel sounds CVCC CCVC<br/>Week 2: long vowel sounds CCVC CCCVC CCV CCVCC<br/>Week 3: Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words<br/>Week 4: root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/<br/>Week 5: root word ending in: -er, -est longer</p> |
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| <b>ELG (End of Year)</b> | <p><b>ELG Comprehension:</b><br/>         Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;<br/>         Anticipate – where appropriate – key events in stories;<br/>         Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG Word Reading:</b><br/>         Say a sound for each letter in the alphabet and at least 10 digraphs;<br/>         Read words consistent with their phonic knowledge by sound-blending;<br/>         Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing:</b><br/>         Write recognisable letters, most of which are correctly formed<br/>         Spell words by identifying sounds in them and representing the sounds with a letter or letters<br/>         Write simple phrases and sentences that can be read by others.</p> |
| <b>E.g. Vocabulary</b>   | <p>Rhyme, book, fairy tale, fantasy, opinion, end, illustrator, rhythm, fact, adventure, genre, fluent, respond, contents, character, phoneme, grapheme, digraph, trigraph, fiction, non-fiction, memorise, index, setting, information, chapter, blend, segment, word, beginning, middle, end, blurb, library, imagination, sentence, story, retell, author, text, question mark, resolution, adjectives, alphabet, list, capital letters, title, full stop, problem, resolution</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Maths:</b>            | <b>Educational Programme:</b> 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                          | <p style="text-align: center;"><b>Number</b></p> <p style="text-align: center;"><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>-Number to 5 (1-5)</li> <li>-Sorting into groups</li> <li>-Comparing groups (identical and non-identical)</li> <li>-Addition and Subtraction</li> <li>-One more/less within 5</li> <li>-Time – Days of the Week</li> <li>-My Day.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p style="text-align: center;"><b>Number</b></p> <p style="text-align: center;"><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>-Numbers to 5 – introducing zero</li> <li>-Number bonds to 5</li> <li>-Numbers to 10 – counting to 6, 7, 8;</li> <li>- Counting to 9 and 10</li> <li>- Comparing groups to 10</li> <li>-Addition to 10 – combining two groups to find the whole.</li> <li>-Number bonds to 10 – ten frame/part whole model.</li> <li>-Spatial awareness</li> <li>-2D shapes</li> <li>-3D shapes</li> </ul> | <p style="text-align: center;"><b>Number</b></p> <p style="text-align: center;"><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>-Count on/back, adding by counting on – taking away by counting back</li> <li>-Numbers to 20 – counting</li> <li>-Numerical patterns – Doubling, halving and sharing, odds and evens.</li> <li>-Making simple patterns</li> <li>-Exploring more complex patterns</li> <li>-Length, height and distance</li> <li>-Weight</li> <li>-Capacity</li> </ul> |
| <b>ELG (End of Year)</b> | <p><b>ELG: Number</b><br/>           Have a deep understanding of number to 10, including the composition of each number;<br/>           Subitise (recognise quantities without counting) up to 5;<br/>           Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b><br/>           Verbally count beyond 20, recognising the pattern of the counting system;<br/>           Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;<br/>           Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <b>E.g. Vocabulary</b>          | Same as, different, count, next, how many, pattern, repeating pattern, pair, last, first, unit, count on, between, after, before, sort, match, set, compare, estimate, calculate, share, count back, add, total, altogether, plus, sum, number sentence, more, less, difference, addition, bigger, greater, fewer, record, number bond, number line, missing, equals, take away, minus, odd, even, half, double, smaller, problem, amount, number, digit, lots, make, practise, near, far, accurate, solve, shape, 2d, 3d, corner, edge, curve, heavy, light, lighter, empty, full                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                |
| <b>Understanding the World:</b> | <b>Educational Programme:</b> 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. |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                |
|                                 | <b>Past and Present</b><br><br>-Look at baby pictures and comment on how they have grown and changed<br>-Height chart – begin and complete over the year<br>-Begin to understand time has a pattern – day, week, month, year and notice changes in our environment throughout the year<br>-Understand how life has changed over time for members of their family<br>-Explore how religious celebrations are                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Past and Present</b><br><br>-Listen to stories and place events in chronological order<br>-Listen to a range of stories and begin to develop an awareness of historical events: Guy Fawkes story Remembrance Day<br><br><b>People, Culture and Communities</b><br><br>-Listen to a range of stories from around the world and begin to develop an understanding of similarities and | <b>Past and Present</b><br><br>-Understand things were different in the past to how they are now by listening to a range of stories and traditional tales<br>-Comment on similarities and differences between modern homes and castles.<br><br><b>People, Culture and Communities</b><br><br>-Learn about some important times and celebrations of | <b>Past and Present</b><br><br>-Talk about some significant historical people and events, after listening to non-fiction texts and begin to understand these events happened before they were born<br>-Comment on changes observed over time and sequence the lifecycle of a chicken and butterfly | <b>Past and Present</b><br><br>-Using stories, non-fiction texts, videos and artefacts to talk about the past<br><br><b>People, Culture and Communities</b><br><br>-Where in the World: Comment on similarities and differences between communities in different countries.<br><br><b>The Natural World</b><br><br>-Identify different habitats and begin to understand why different animals live in different habitats – build a minibeast hotel | <b>Past and Present</b><br><br>-Make observations about seaside holidays today and long ago<br>-Consider how different the world was when dinosaurs existed and understand they were alive a very long time ago.<br><br><b>People, Culture and Communities</b> |

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|  | <p>celebrated in other countries (e.g. Diwali in India)</p> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>-Identify members of their family from photos and learn how they are related.</li> <li>-Name and describe people that are familiar to them.</li> <li>-Talk about their families – what they do and the places they go with their family.</li> <li>- Comparing families</li> <li>-Say how they are similar and unique</li> <li>-Learn about and comment on some of the important jobs people do in our community (e.g. firefighter, farmer supermarket worker, etc.)</li> </ul> | <p>differences between communities.</p> <ul style="list-style-type: none"> <li>-Learn about religious communities in our country, how they are similar and unique; celebrations that are important to each: Hinduism – Diwali – Rama and Sita Christianity – Christmas – The Nativity Story</li> <li>-Talk about special family occasions/celebrations that are important to them (birthdays, Christmas etc.).</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>-Investigate changing states of matter by experimenting with freezing and melting (freezing vegetables in ice; melting chocolate to create chocolate sparklers)</li> <li>-Understand some changes can be reversible (freezing, melting) and some irreversible</li> </ul> | <p>different cultures in Britain and from around the world: Easter Chinese New Year</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>-Learn about the properties of some materials</li> <li>– investigate materials to build a house for The Three Little Pigs and a cape for Little Red Riding Hood)</li> <li>-Continue to observe and comment on changes in the environment and use a camera to document changes (seasons)</li> <li>-Exploring our senses</li> <li>– Food tasting</li> </ul> | <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>-Where do we live on Planet Earth: locate the UK on a globe on a map</li> <li>-Learn about the local environment</li> <li>-Create a map of the local community</li> <li>-Comment on similarities and differences to other places where people live (e.g. cities and different countries)</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>-Understand the effects of the changing seasons around them (Spring)</li> <li>-Describe what they see, hear, feel whilst outside</li> </ul> | <ul style="list-style-type: none"> <li>-Understand the importance of caring for animals – looking after our environment.</li> <li>-Learn about underwater habitats and investigate different types of creatures that live in the seas/oceans</li> </ul> | <ul style="list-style-type: none"> <li>-Understand how to stay safe in the sun</li> <li>-Understand the importance of caring for the oceans and recycling</li> <li>-Explore contrasting environments through non-fiction text and real life examples</li> <li>-Compare seaside holidays at home and abroad</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>-Use non-fiction text, stories and videos to explore the different zones of the ocean - Comment on the similarities and differences of underwater habitats</li> <li>-Floating and Sinking: investigate different types of materials that float and sink</li> </ul> |
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|                          | <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>-Learn about the immediate environment using the 5 senses: go on a senses walk around the school grounds and comment on what they can see, hear, smell, touch, taste (snack time) and begin to observe changes</li> <li>-Identify the names of the main parts of the body</li> <li>-Harvest Festival</li> <li>-Begin to understand the importance of recycling and looking after our planet</li> </ul>                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>-Continue to observe and comment on changes in the environment and use a camera to document findings (seasons)</li> </ul> |  | <ul style="list-style-type: none"> <li>-Observe changes in outdoor flowerbeds - daffodils - and make simple comments about growth cycles (what plants need to grow)</li> </ul> |  |  |
| <b>ELG (End of Year)</b> | <p><b>ELG: Past and Present</b><br/>           Talk about the lives of the people around them and their roles in society;<br/>           Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;<br/>           Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b><br/>           Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;<br/>           Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> |                                                                                                                                                                  |  |                                                                                                                                                                                |  |  |

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|                        | <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>E.g. Vocabulary</b> | <p><b>UTW – History)</b> yesterday, a long time ago, today, timeline, opinion, before, century, king, old, new present, research, generation, after, document, queen, annual, past, olden days, calendar, week, chronological, past, era, consequence, now, old fashioned, year, memory, same, present, research, change, then, artefacts, ancient, remember, different, discovery, monarchy, historian</p> <p><b>(UTW – Geography)</b> environment, village, beach, ocean, atlas, Earth, North Pole, South Pole, Wales, Northern Ireland, Scotland, England, United Kingdom, street, straight, different, near, world, forest, capital, soil, globe, bridge, meadow, countryside, park, direction, next to, country, lake, coast, season, map, road, island, route, locate, journey, landscape, far, town, sea, hill, weather, area, waterfall, stream, footpath, climate, left, right, compare, symbol, city, river, mountain, farm, school, population, local area, community</p> <p><b>(UTW – Science)</b> hard, light, push, squash, shape, up, slip, dissolving, soft, springy, move, squeeze, fast, down spring, melting, rough, firm, pull, stretch, slow, gravity, elastic, growth, sooth, shiny, twist, poke, speed, friction, energy, change, heavy, dull, turn, pinch, still, grip, direction, germination,</p> |

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| <b>Expressive Art &amp; Design:</b> | <b>Educational Programme:</b> 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                     | <b>Creating with Materials</b><br><br>-Drawing: marvellous marks<br>-Begin to experiment with and mix colours to paint<br>-Draw self-portraits<br>Develop joining, cutting and sticking skills to create junk models<br>-Explore and experiment with different media<br>-Develop printing skills using a variety of resources – leaves, vegetables, potato masher<br>-Autumn collage- nature wreaths<br><br><b>Being Imaginative and Expressive</b>                                                                                                                                                                                                                    | <b>Creating with Materials</b><br><br>-Explore using different textures and materials to create collages<br>-Printing and splatter painting – Bonfire Night pictures<br>-Christmas decorations<br>Christmas Cards/ salt dough decorations<br>-Remembrance Day<br>- Poppy printing<br>-Winter collage<br><br><b>Being Imaginative and Expressive</b><br><br>-Listen to music and make their own dances in response (music from around the world)<br>-Use story maps, puppets, and story bags to encourage children to retell, | <b>Creating with Materials</b><br><br>-Use different textures and materials to make houses for the three little pigs<br>-Painting and mixed media: Paint my world<br>-Create split pin puppets of characters<br>-Select the tools and techniques they need to assemble materials they are using e.g. creating settings of traditional tales<br>-Chinese lanterns<br>-Seasonal projects-Spring: Flower threading | <b>Creating with Materials</b><br><br>-Create observational drawings of Spring plants and flowers<br>-Create scarecrows to protect plants and flowers in outdoor area<br>-Use different textures and materials to create collages<br>-Mother's Day<br>-Crafts<br>-Easter Crafts- hanging egg decoration<br><br><b>Being Imaginative and Expressive</b><br><br>-Express different emotions through movement and | <b>Creating with Materials</b><br><br>-Explore and refine a variety of artistic techniques to express ideas and feelings:<br>-Manipulate clay to create minibeast sculptures<br>-Create minibeast sock puppet models<br>-Caterpillar collage pictures (referencing Eric Carle)<br>-Butterfly symmetry pictures<br><br><b>Being Imaginative and Expressive</b><br><br>-Listen attentively, move to and talk about music, expressing their feelings and emotions<br>-Develop storylines when engaged in pretend play | <b>Creating with Materials</b><br><br>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;<br>-Recyclable art work<br>-Pastel and chalk<br>fossil and shell observational drawings<br>-Colour mixing<br>-End of year portraits<br><br><b>Being Imaginative and Expressive</b><br><br>-Listen attentively, move to and talk about music, expressing their feelings and emotions |

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|  | <ul style="list-style-type: none"> <li>-Join in with role play games and use resources available for props</li> <li>-Build models using construction materials</li> <li>-Join in with songs</li> <li>-Explore sounds and how they can be changed, tapping out simple rhythms</li> </ul> | invent and adapt stories<br>-Christmas songs and poems<br>-The Nativity Story and performance                                                                                                       | <b>Being Imaginative and Expressive</b><br><br>-Role play traditional tales using props<br>-Experiment with different movements and rhythm to create traditional dragon and lion dances                                                      | rhythm to classical music<br>-Use a wide range of props (large cardboard boxes) to role play stories                                                                                                |                                                                                                 | -Develop storylines when engaged in pretend play |
|  | <b>Learn to sing nursery rhymes and action songs:</b><br>- Pat-a-cake<br>-1, 2, 3, 4, 5, Once I Caught A Fish Alive<br>-This Old Man<br>- Five Little Ducks<br>- Name Song<br>-Things For Fingers                                                                                       | <b>Learn to sing nursery rhymes and action songs:</b><br>- I'm A Little Teapot<br>- The Grand Old Duke Of York<br>- Ring O' Roses<br>- Hickory Dickory Dock<br>- Not Too Difficult<br>-The ABC Song | <b>Learn to sing nursery rhymes and action songs:</b><br>- Wind The Bobbin Up<br>- Rock-a-bye Baby<br>-Five Little Monkeys Jumping On The Bed<br>- Twinkle Twinkle<br>- If You're Happy And You Know It<br>- Head, Shoulders, Knees and Toes | <b>Learn to sing nursery rhymes and action songs:</b><br>- Old Macdonald<br>- Incy Wincy Spider<br>- Baa Baa Black Sheep<br>-Row, Row, Row Your Boat<br>- The Wheels On The Bus<br>-The Hokey Cokey | Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. |                                                  |

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| <b>ELG (End of Year)</b> | <p><b>ELG: Creating with Materials</b><br/>         Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;<br/>         Share their creations, explaining the process they have used;<br/>         Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b><br/>         Invent, adapt and recount narratives and stories with peers and their teacher;<br/>         Sing a range of well-known nursery rhymes and songs;<br/>         Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>E.g. Vocabulary</b>   | <p><b>EAD-Art</b> print, portrait, paint, observe, shade, style, foreground, background, easel, gallery, media, symmetrical, decorate, collage, brush, artist, canvas, exhibition, illustrate, palette, technique,<br/> <b>Lines</b> - line, straight, broken, faint, fine, thick, thin, wavy, short, curved, bold, zig-zag, sketch, continuous, stripes, diagonal, horizontal, vertical, curly, spiral, parallel, dotted, draw, pattern,<br/> <b>Shapes</b> - frame, rounded, cylindrical, size, solid, pointed, square, circular, spherical, spiral, edge, regular, irregular, shape<br/> <b>Texture</b> – texture, rough, hard, furry, dry, cracked, spiky, matt, glossy, bumpy, coarse, smooth, soft, scaly, grainy, wet, shiny, silky, uneven, fuzzy, collage, hard, polished, ridged<br/> <b>Colour</b> – primary, secondary, dull, pale, deep, bright, vibrant, warm, cool, contrast, shade, pastel, hue, mixed, complimentary, clash, intense, watercolour, light, dark<br/> <b>(EAD – Design Technology)</b> plan, design, make, materials, purpose, product, equipment, invent, build, ideas, construct, test, structure, combine, stable, balance, original, unique, weak, tower, base, top, underneath, side, edge, surface, corner, point, straight, curved, vertically, horizontally, metal, wood, plastic, equipment, build, model, shape, evaluate, improve, modify, rearrange, feature, adapt, tools, measure, cut, fold, hinge, stick, glue, string, tape, assemble. Framework<br/> <b>(EAD – music)</b> sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, musician, orchestra, conductor, verse, chorus, echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, play, tune, notes, pattern, solo, duet, tap, bang, volume, pitch, vibrate, string, count, band, rest, composer, sound, instruments, percussion, shake, performance, quick, tuneful<br/> <b>(EAD – dance)</b> wiggle, twirl, stamp, twist, high, partner, clockwise, control, expression, repeat, roll, turn, rock, slide, low, combine, leap, anticlockwise, co-ordinate, flexible, space, balance, spin, clap, start, different, play, quick, action, direction, interpret, strength, jump, hop, bounce, stop, sequence, solo, slow, balance, elevate, style, skip, sway, kick, falling, strong, duet, exercise, choreography, expressive, pattern</p> |

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