

Reception - Long Term Plan 25-26
Huby CE Primary School

Reception Long term plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/topics/ key events	<u>All about me</u> Seasonal changes in Autumn Diwali Bonfire Harvest	<u>Let's celebrate!</u> Seasonal changes in Winter Remembrance Day Nativity/Christmas	<u>Traditional Tales</u> New Year Chinese New Year Life Cycles Pancake Day	<u>Traditional Tales</u> Easter World Book Day Mother's Day Seasonal changes in Spring	<u>Growth</u> Seasonal changes in Summer Growth	<u>Moving up</u> Father's Day Superheroes Carnival Transitioning to Y1
Key vocab	Autumn Rot, decay Rangoli Produce Bonfire related words - whizz, fizz, sparkle	Winter Blizzard Nativity Hibernate Rot, decay	Winter Spring Resolution Blustery Lent	Spring Blossom Palm Sunday Moths of the year Days of the week	Spring Summer Stem, root, leaf, bud	Summer Transition

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Prime Areas

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Communication and Language	<p>Understand why listening is important</p> <p>Understand why questions</p> <p>Follow 2 part instructions</p> <p>Use tenses correctly</p> <p>Engage in story times (rhymes and songs)</p> <p>Maintain attention during whole class and small group sessions</p> <p>Use talk within their play</p>	<p>Listen carefully during new and familiar situations</p> <p>Ask questions to find out more</p> <p>Follow 2 part instructions</p> <p>Start a conversation with peers and familiar adults</p>	<p>Listen attentively in a range of situations</p> <p>Maintain attention when appropriate</p> <p>Consider the listener and take turns in conversation</p> <p>Begin to use past tense</p> <p>Retell familiar stories</p>	<p>Maintain attention in different contexts</p> <p>Use talk to problem solve, organise thinking and explain things</p> <p>Articulate their ideas in well-formed sentences</p> <p>Describe events in detail</p> <p>Begin to connect ideas using connectives</p>	<p>Listen and understand instructions while busy with another task</p> <p>Maintain an activity while listening</p> <p>Understand how, why, where questions</p> <p>Describe events in detail</p> <p>Express feelings and ideas</p> <p>Use language to reason</p>	<p>Listen and respond with relevant questions, comments or actions</p> <p>Speak in well formed sentences</p> <p>Use new vocabulary in different contexts</p> <p>Use past, present and future tenses</p> <p>Hold a conversation with peers and adults</p>
Personal, Social and Emotional Development	<p>Can talk about their own feelings and ways to express themselves</p> <p>Be able to resolve conflicts with minimal intervention</p>	<p>Begins to express feelings and consider feelings of others</p> <p>Begin to take turns and share</p>	<p>Shows pride in achievements</p> <p>Fully understands behavioural expectations</p>	<p>Can make choices and communicate their needs</p> <p>Begins to show persistence when faced with challenges</p>	<p>Begin to know that children think and respond in different ways</p> <p>Can talk about their own abilities in a positive way</p>	<p>Able to identify and regulate a variety of emotions</p> <p>Knows how they are unique and can celebrate differences of others</p>

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	<p>Begins following rules/routines</p> <p>Manages own personal hygiene</p> <p>Begins building relationships with peers and adults</p>	<p>Independently choose where they would like to play</p> <p>Continue to build respectful relationships</p>	<p>Can explain right from wrong</p> <p>Manages their own needs</p> <p>Seeks other to share experiences</p>	<p>Can play for sustained times through cooperation</p> <p>Can reflect on their own work and work of others</p>	<p>Confidence to try new activities</p> <p>Shows resilience and perseverance</p>	<p>Can seek out a challenge and enjoys the process</p> <p>Shows sensitivity to others needs</p>
<p>Physical Development</p> <p><i>Gross Motor Skills</i></p>	<p>Alternate half terms – PE coach coming in to teach set skills (eg running). Once a week – bikes and scooters available on playground. Other gross motor skills developed through provision, mainly outdoor.</p>					
	<p>Multiskills: refine the following movements:</p> <p>Balance</p> <p>Different ways of moving</p> <p>bikes/scooters</p> <p>Negotiate space</p> <p>Travelling with confidence</p>	<p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p>	<p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p>	<p>Sports coach sessions</p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p>	<p>Athletics</p> <p>Sports coach sessions</p> <p>Sports Day preparations</p>	<p>Outdoor adventure</p> <p>Forest quest</p> <p>Outdoor adventure</p> <p>Swimming</p>
<p>Physical Development</p> <p><i>Fine Motor Skills</i></p>	<p style="text-align: center;">Fine Motor Focus: daily opportunities for threading, weaving, cutting, playdoh with provision</p> <p style="text-align: center;">Specific interventions: playdoh disco, squiggle while you wiggle, scissor skills, write from the start</p>					
	<p>Can manipulate large objects eg duplo</p> <p>Can draw lines and circles using gross motor movements</p> <p>Begin to hold pencil/paint brush mostly correctly</p>	<p>Can manipulate large objects eg duplo</p> <p>Can draw wiggly lines using gross motor movements</p> <p>Developing muscle tone to put pencil pressure on paper</p>	<p>Can manipulate smaller objects eg unifix cubes</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p>	<p>Can manipulate smaller objects eg Multi link cubes</p> <p>Forms letters with increasing accuracy, most of which are recognizable</p>	<p>Can manipulate objects with intricate parts eg Lego</p> <p>Forms letters correctly, most of which are recognizable</p> <p>Use one hand consistently for fine motor tasks</p>	<p>Can manipulate objects with intricate parts eg Lego</p> <p>Form letters correctly, all of which are recognisable</p> <p>Draw pictures that are recognisable</p>

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	<p>Show preference for a dominant hand</p> <p>Is able to take coat off and on</p>	<p>Is able to take shoes on and off</p> <p>Can hold scissors correctly</p>	<p>Is beginning to do own zip/buttons</p> <p>Can cut along a straight line</p>	<p>Hold pencil effectively with comfortable grip</p> <p>Is beginning to do own zip/buttons</p> <p>Can cut along a curved line</p>	<p>Cut along a wavy line</p>	<p>Is able to fully dress/undress</p> <p>Can use scissors effectively in different directions and along differing line types.</p>
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Specific Areas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mathematics</p> <p>Taken from White Rose Maths</p>	<p>Match sort and compare</p> <p>Talk about measure and patterns</p> <p>It's me 1, 2, 3</p>	<p>Circles and Triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6, 7, 8</p>	<p>Length, height and time</p> <p>Building 9 &10</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>
	For phonics - please see Little Wandles					

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<p>Literacy</p>	<p>Listens and joins in with whole class story / rhyme time</p> <p>Can answer simple questions about a text</p> <p>Pencil grip is used correctly most of the time</p> <p>Can trace or copy own name</p> <p>Beginning to write initial sounds for words</p> <p>Using writing within their play eg writes a 'list' in the home corner</p>	<p>Beginning to write simple CVC words using the sounds learnt so far</p> <p>Can make a simple prediction in a story</p> <p>Can copy own name, sometimes from memory</p> <p>Can retell their favourite stories using props</p>	<p>Can write CVC and some CVCC words</p> <p>Can answer more complex questions about a story eg 'why do you think...?'</p> <p>Can write own name independently</p> <p>Begins to adapt their favourite stories to include new characters/setting etc</p>	<p>Can write CVC and CVCC words</p> <p>Has an opinion on a story and can voice this</p> <p>Pencil grip used correctly all of the time</p> <p>Creates new stories and can tell these orally/through role play</p>	<p>Beginning to write simple sentences eg I can see...</p> <p>Can form letters that are recognisable most of the time</p> <p>Can explain why they like a story or why not</p> <p>Uses writing more accurately within their play eg list in the home corner but with recognisable words and letters</p>	<p>Can write a simple sentence independently</p> <p>Can form letters that are recognisable most/all the time</p> <p>Uses writing independently within their play eg making cards, writing labels, letters</p>
<p>Understanding the World</p>	<p>Can identify and talk about family and describe people familiar to them</p> <p>Can talk about similarities/differences between people</p> <p>Can ask questions about the world and other people</p>	<p>Can recognise and understand that people have different beliefs and celebrate special times in different ways</p> <p>Can talk about significant events in their own life</p> <p>Can talk about growth, change and decay in the natural world</p>	<p>Can talk about lives of other people and significant individuals</p> <p>Can begin to respect other people's beliefs</p> <p>Can talk about the differences between seasons</p>	<p>Can use past tense to talk about significant events in their own lives (Monday Newsround)</p>	<p>Asks 'bigger' questions about the world and begins to problem solve about relevant 'big' issues</p>	<p>Can use past tense to talk about significant events in history</p> <p>Begins to understand differences between UK and other countries</p> <p>Begins to understand and draw maps using simple symbols</p> <p>As part of transition, consider teaching children how to</p>

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						log on the chrome books.
RE	See RE and Collective Worship LTP					
Expressive Arts and Design	<p>Theme - self portraits</p> <p>Begins to explore colour mixing</p> <p>Can talk about their creation</p>	<p>Theme - Diwali art</p> <p>Experiments with colour mixing</p> <p>Can talk about their creation</p>	<p>Experiments with colour mixing</p> <p>Can describe how they have created something</p>	<p>Theme: Easter and Mother's day art</p> <p>Can name some ways to make different colours</p> <p>Can describe and explain how they have created something</p>	<p>Can use colours for effect</p> <p>Can reflect on own work and think how to improve</p>	<p>Can use colours for effect</p> <p>Can reflect on own work and think how to improve</p>

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Trips/visitors	Baking bread	<p>Christmas Church Service</p> <p>Post Office - letters to Santa</p>	Make ginger biscuit dough and create own people biscuits	Easter Service at All Hallows Church, Sutton on the Forest Baking Day (pancakes)		<p>Forest Quest</p> <p>Visit from Police Officer</p>
Possible Texts/Books	<p>Big book of families</p> <p>We're going on a leaf hunt</p> <p>Little Red Hen</p>	<p>Can't you sleep little bear</p> <p>Peace at last</p> <p>Traditional Nativity story</p> <p>Pathways to Write: We're going to Find the Monster</p>	<p>Pathways to Write: The Gingerbread Man</p>	<p>Easter story</p> <p>Farm animal non fiction texts</p> <p>Pathways to Write: The Three Little Pigs</p>	<p>Jasper's Beanstalk</p> <p>Class Text: Jack and the Beanstalk</p>	<p>Paper dolls</p> <p>The invisible string</p> <p>A little bit brave</p> <p>Ruby's worry</p> <p>Superworm</p> <p>Pathways to Write: Supertato</p>

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We ensure a range of genres throughout the year including: classic texts, rhyming or repeated phrases, diverse books, traditional tales, non-fiction books and well-being/growth books.

The books listed above is not a definitive list. We are flexible and adapt to children's interests and ever-changing needs throughout the year. This list is subject to change as the year progresses.