

RECEPTION: Long Term Plan 2025-26 (Curriculum Overview)

Curriculum will be adapted as required to meet children's needs and interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>Communication and language underpins ALL learning in the EYFS. Adults model high quality spoken English and model full sentences to children. Daily opportunities and experiences are offered to children to develop their communication and language skills.</p> <p>Opportunities for talk and listening skills to be developed through experiences in and out of school.</p> <p>Daily opportunities to talk and listen through stories, songs, rhymes and conversations with peers and adults.</p> <p>Children have opportunities to speak to whole class on their birthday about their celebrations.</p> <p>Children take part in sharing assemblies, Christmas performances, each having the opportunity to speak to a larger audience including adults.</p> <p>Vocabulary acquisition available daily through high quality interactions with adults. New vocabulary being displayed on working walls and explicitly taught as below. Adults model taught vocabulary in interactions with children.</p>					
	<p>Opportunities for Communication and Language are available throughout the setting on a daily basis through whole class/small group teaching and through a creative and enabling learning environment. Adults model and use new and taught vocabulary when interacting with children.</p>					
Physical Development	Getting changed for PE Expectations during PE Fundamental PE Skills	Ball skills	Gymnastics	Gymnastics	Skipping. Dance/Ball skills	Sports Day activities. Games for understanding
	<p>Further opportunities are available for physical development daily through outdoor physical opportunities such as a climbing wall, climbing frame, trim trail, physical activities trolley, Daily Mile, Den Building etc. Fine motor opportunities include Dough Disco, daily 'Funky Fingers' activities, scissor skills, and a variety of mark making tools and materials available daily.</p>					
Personal, Social and Emotional Development	TEAM	HEALTHY	RESPONSIBLE	INNOVATIVE	VALUED	EMPATHETIC
	<p>PSED is integral to Early Years practice. PSED is taught through regular circle times with a THRIVE theme, teaching and sharing class expectations. Identifying emotions on arriving to school each day and recording on the display.</p>					
Literacy	The Literacy Tree Writing Roots Where the Wild Things Are Own version 'wild thing' narratives Labels, captions, oral re-telling, developing a new character Bringing the Rain to Kapiti Plain Tourist information leaflets Labels and captions, retellings, simple explanations	The Literacy Tree Writing Roots Look Up! Non-chronological reports Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log Halibut Jackson Narrative sequels Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice	The Literacy Tree Writing Roots The Magic Paintbrush Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters Little Red Alternative character versions Labels, notes of advice, adverts	The Literacy Tree Writing Roots The Tiny Seed Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter The Extraordinary Gardener Narrative inspired by the original text Labels, letters of advice, instructions, narratives	The Literacy Tree Writing Roots My Shadow is Pink Innovated spoken rhymes Labels and captions, advice, retellings, writing in role, narrative, letter The Night Pirates 'How to be a pirate' guides Labels, letters of advice, instructions, narratives	The Literacy Tree Writing Roots So Much! Own 'So Much' narrative poems Past tense sentences, writing in role, performance/narrative poetry Oi Frog! Own version rhyming narratives Rhyming flipbooks, questions, captions and labels

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Phonics	<p>Monster Phonics Term 1</p> <p>S,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l.ll.ss J,v,w,x,y,z,zz,qu,ch,sh,th,th,ng o ar</p> <p>HFW a, as, at ,in, it, is ,l an, and, am, dad, to, into, go, no, the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his, big, has, he, she, me, we, be, of, if, off, you, my, they. For, will, all, went, was, from, help, too, her, with, are, yes, them, than, that, this, said</p>	<p>Monster Phonics Term 2</p> <p>Oo ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure. HFW look, down, now, see, going, just, have, it's so, do come, some, were, one, like, by, when, little, what, day, away, play, children</p>	<p>Monster Phonics Term 3</p> <p>CVCC/CVC+/CCVCC/polysyllabic/CCC onset CCVCC+ Your, here, saw, time, out, house, about, made, make, come, I'm, very, old, asked, called, looked, their, our, Mr, Mrs, don't, people, could</p>
Maths	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. Match Sort Compare 2. Talk about measure and patterns 3. It's Me 1,2,3 4. Circles and Triangles 5. 1,2,3,4,5 6. Shapes with 4 sides 	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. Alive in 5 2. Mass and Capacity 3. Growing 6,7,8 4. Length, height and Time 5. Building 9 and 10 6. Explore 3D shapes 	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. Building 9 and 10 2. Explore 3D shapes 3. To 20 and beyond 4. How many now? 5. Manipulate, compose and decompose. 6. Sharing and grouping 7. Visualise build and map 8. Make connections
UW Past and Present	<p>Life in a Fairy Tale Castle</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past. Transition.</p> <p>Recount school trip to Shepreth.</p>
UW People, Culture and communities	<p>Discovery RE</p> <p>Theme: Special People Theme: Christmas Key Question: What makes people special? Key Question: What is Christmas? Religions: Christianity, Judaism Religion: Christianity Christian concept: Incarnation</p> <p>Celebrate festivals – Harvest (5th October), Guy Fawkes (5th November) Diwali (20th October), Remembrance Day (9th November), Christmas</p>	<p>Discovery RE</p> <p>Theme: Celebrations Theme: Easter Key Question: How do people celebrate? Key Question: What is Easter? Religions: Hinduism Religion: Christianity Christian concept:</p> <p>Celebrate Festivals - Chinese New Year (17th February 2026), Shrove Tuesday (17th February 2026), Easter (5th April 2026) Ramadan (17th February – 18th March 2026)</p>	<p>Discovery RE</p> <p>Theme: Story Time Theme: Special Places Key Question: What can we learn from stories? Key Question: What makes places special? Religions: Christianity, Islam, Hinduism, Sikhism Religions: Christianity, Islam, Judaism</p> <p>Celebrate Festivals – Eid (19th/20th March 2026)</p>
UW The Natural World	<p>Half-termly trips to Woodlands.</p> <p>Environmental differences linked to Kapiti Plain.</p> <p>Seasonal changes.</p> <p>Daily weather observations.</p> <p>Weather activities linked to ice/rain/sun.</p> <p>Fruit and vegetable investigation – linked to harvest.</p>	<p>Half-termly trips to Woodlands, observing signs of change.</p> <p>Daily weather observations.</p> <p>Outdoor activities.</p> <p>Weather activities linked to ice/rain/sun.</p>	<p>Half-termly trips to Woodlands, observing signs of change.</p> <p>Daily weather observations.</p> <p>Outdoor activities.</p> <p>Weather activities linked to ice/rain/sun.</p> <p>Exploration of shadows.</p>

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Creative Development (Expressive Art and Design)	Harvest songs, Christmas songs. Colour mixing, animal print painting, collage of wild things using different textures. Using natural resources e.g leaves, seeds, etc. for patterns, painting. Skills – colour mixing, joining with PVA glue, using tape, printing.	Easter/Spring songs. Making whole class dragon. Pastels/water colours/clay. Skills – folding paper, joining skills, using pastels, using water colours with a small brush, manipulating clay	Make/draw/paint animals in response to trip. Make puppets, - stick puppets, hand puppets, jointed puppets using split pins. Joining techniques.		
Daily opportunities available for EAD through a creative and enabling environment. This includes a creative area and music and dance opportunities both indoors and outdoors. Songs and rhymes sung daily. Daily opportunities for role-play and small world play both inside and outdoors.					
Trips & Visitors		HOTP day in the life of a fairytale castle		Trip to St Mary's Church	Trip to Shepreth Wildlife Park. Library Visit.