

Long Term Planning

Early Years - Reception

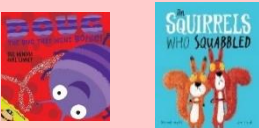
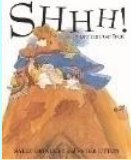
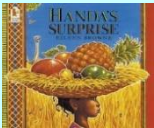
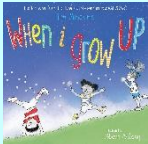
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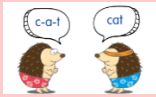


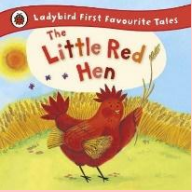
All curriculum planning within the Reception class is developed and implemented in accordance with the statutory requirements of the Early Years Foundation Stage (EYFS) Framework (Department for Education, 2024). This framework establishes the national standards for the learning, development, and care of all children from birth to five years of age and underpins our approach to high-quality early education.

Planning in Reception ensures that teaching and provision support each child's holistic development across the seven areas of learning and development, while fostering independence, curiosity, and a positive attitude towards learning. The curriculum is designed to be inclusive, play-based, and progressively structured, enabling smooth transition from the Early Years Foundation Stage into Key Stage 1. All learning experiences reflect statutory expectations for assessment, safeguarding, and equality of opportunity, ensuring that every child is supported to reach their full potential and achieve a successful start to their school journey.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	  Share a Story Individual Reading	  Action Words Individual Reading	  Action Words Individual Reading	  Action Words Individual Reading	 Group Reading	 Group Reading
	 Share a Story  Pink books	 Share a Story  Pink books  Red books	Book Bands  Red books  Yellow books	Book Bands  Red books  Yellow books	Book Bands  Yellow books  Blue books	Book Bands  Blue books

	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus  Classic Collection Julia Donaldson Collection PSED Focus - Resilience 	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus  Classic Collection Christmas Book Advent Calendar PSED Focus – Turn Taking/Sharing 	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus  Classic Collection Sun Hendra Collection PSED Focus - Feelings 	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus  Classic Collection Giles Andreae Collection PSED Focus - Resilience 	Summer 1 Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus  Classic Collection Alternative Tradition Tales PSED Focus – Worries/Change 	Enjoying books (stories and non-fiction), rhymes, poems and songs Reading Spine Focus  Classic Collection Diversity Collection PSED Focus 
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Phonics	(6 Weeks)					
	Consolidation of Phase 1	Consolidation of Phase 2	Consolidation of Phase 3	Consolidation of Phase 3	Differentiated Phonics Teaching	
	Phase 1 Phonics 1  Introduction of Phase 2 Phase 2 Phonics  consolidation of cvc segmenting and blending  Phase 2 Assessment 	Phase 2 Phonics  consolidation of cvc segmenting and blending  Phase 2 Assessment 	Phase 3 Phonics Introduction of Phase 3  Phase 2 Assessment 	Phase 3 Phonics 3  Apply Phase 3 sounds in Phase 4 words  Phase 3 Assessment and skills consolidation	Differentiated Phonics Teaching - SEND /LA – Phase 2 consolidation - MA – Phase 2 and 3 consolidation Phase 4 CCVC words - Initial consonant clusters Begin to read and segment for spelling a range of words with initial consonant clusters ccvc words. These words all have short vowels /a/ /e/ /i/ /o/ /u/ CCVC words - Initial consonant clusters with long vowel sounds from phase 3	

Writing	The Little Red Hen  • Introduction to story mapping • Introduction orally retelling story with actions • Drawing characters and talking about marks made • Labelling characters 	Christmas Stories  • Labels • Cards for a range of celebrations • Invitations • Lists linked to Christmas • Simple letter to Father Christmas	Supertato  • Speech bubbles for characters from Supertato • Wanted posters for characters from Supertato • Pancake instruction Writing	The Very Hungry Caterpillar   • Label the food the Hungry caterpillar eats • Shopping Lists • Sequence the growth of a caterpillar and add captions • Map out simple report about caterpillars (3 or 4 sentences) • Innovate the report for a different animal • Simple riddles to describe other animals	The Gingerbread Man  • Speech bubbles for characters from the Gingerbread Man • Instruction writing for gingerbread men recipe (4 or 5 steps) • Simple riddles to describe different characters (3 or 4 clues) • Wanted posters for characters • Maps for the gingerbread man to find the classroom	Jack and the Beanstalk  • Map out a section of the story Innovate the story as a class • Some children to innovate individually and rewrite the story • Plant beans and keep a diary of their growth • Instructions how to plant a seed 
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Who are We?

Exploring the continuous provision inside and out.
Where do things belong? Positional language

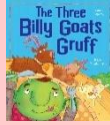
Talk about Measure and Pattern

Explore Simple Patterns
Copy and Continue Simple Patterns
Create Simple Patterns



It's Me 1, 2, 3

Find 1, 2 and 3
Subitise 1, 2 and 3
Represent 1, 2 and 3
1 more
1 less
Composition of 1 and 2

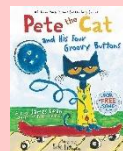


Circles and Triangles

Identify and Name Circles and Triangles
Compare Circles and triangles
Shapes in the environment
Describe Position

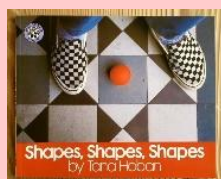
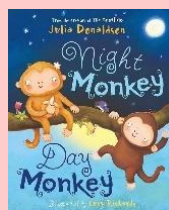
1,2,3,4,5

Find 4 & 5
Subitise 4 & 5
Represent 4 & 5
Composition of 4 & 5
Composition of 1-5



Shapes with 4 Sides

Identify and name shape with 4 sides
Combine shapes with 4 sides
Shapes in the environment
My day and Night



Mass and Capacity

Compare Mass
Find a Balance
Explore Capacity



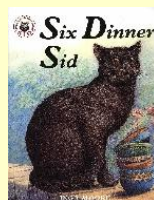
Alive in 5!

Introduce Zero
Composition of Numbers to 5



Growing 6, 7 & 8

Find 6,7, 8
Represent 6, 7, 8
Composition of 6, 7, 8
Make Pairs (Odd & Even)
Double to 8 (Find a double)
Double to 8 (Make a double)



Length, Height and Time

Explore Length
Compare Length
Explore Height
Compare Height



Building 9 & 10

Find 9 & 10
Compare Numbers to 10
Represent 9 and 10
Composition to 10
Bonds to 10 (2 parts)



Explore 3D Shapes

Recognise and Name 3D shapes
3D Shapes in the environment
Find 2D shapes within 3D Shapes



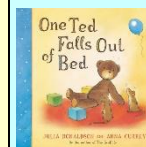
To 20 and Beyond

Build Numbers beyond 10 (10-13)
Continue patterns beyond 10 (10-13)
Build Numbers beyond 10 (14-20)
Continue patterns beyond 10 (14-20)
Verbal counting beyond 20
Verbal counting patterns



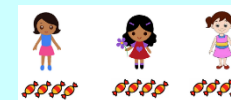
How Many Now?

Add More
How many did I add?
Take away
How many did I take away?



Sharing and Grouping

Exploring sharing
Explore Grouping
Even and odd sharing
Play with and build doubles



Manipulate, compose and decompose

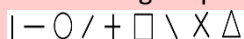
Select shapes for a purpose
Rotate shapes
Manipulate shapes
Explain shape arrangements
Compose shapes
Decompose shapes



Using a dominant hand



Consolidate pre-handwriting shapes



Hold scissors correctly to snip paper.



Develop hand strength to support pencil pressure for mark making



To hold knife and fork correctly.



Use modified/tripod grip when mark making.



Write taught letters and numbers using correct formation.



Hold scissors correctly to cut a range lines and shapes.



Develop hand strength to support pencil pressure for mark making



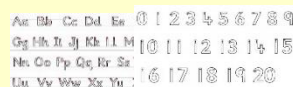
Competently use cutlery during mealtimes.



Use modified/tripod grip when mark making.



Write taught letters and numbers using correct formation.



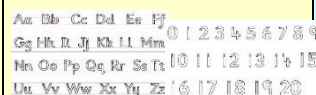
Develop control when using scissors to cut out and assemble templates.



Use tripod grip when mark making.



Write taught letters and numbers using correct formation and with increasing control of the size.



Develop control when using scissors to cut out templates.



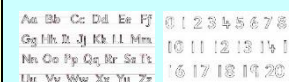
Create detail in drawings, using a range of tools accurately.



Apply taught skills to cut out shapes, materials and resources with skill and accuracy.



Write taught letters and numbers using correct formation and with increasing control of the size. Where appropriate, begin to sit letters on the line.



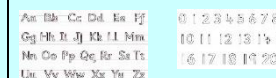
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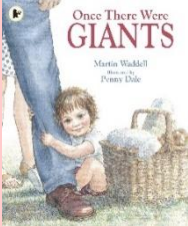
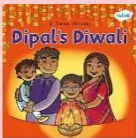
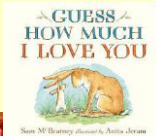
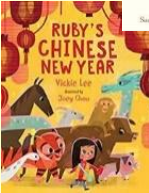


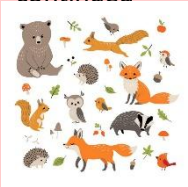
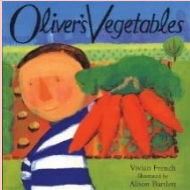
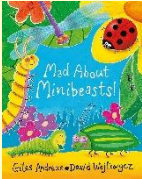
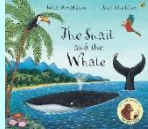
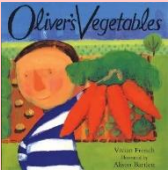
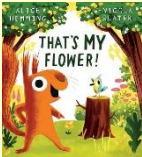
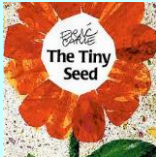
Apply taught skills to cut out shapes, materials and resources with skill and accuracy.

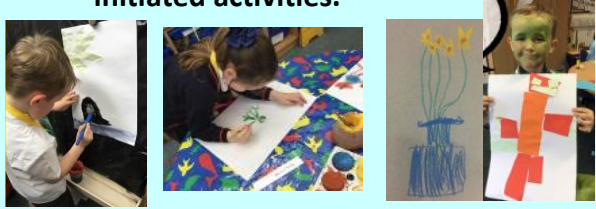


Write taught letters and numbers using correct formation and with increasing control of the size. Where appropriate, begin to sit letters on the line, showing awareness of ascenders and descenders.



Past and Present	<u>Who are we?</u> Talking about families, differences between families, naming family members. Talk about their families and jobs that they do. 	<u>Let's Celebrate</u> How do you celebrate? Do we all celebrate in the same way? Remembrance Day 	<u>Superheroes</u> How is my Christmas different to my parents? What is an inventor? How has technology changed? 	Natural World Focus	People, Culture & Communities Focus	<u>All Around the World</u> How have I changed? What have I enjoyed most about Reception? What am I excited about? 
People Culture and	Am I the same as everyone in my class? Is my family the same as everyone else's?  Do the people in our families all have the same job? Possible visits from various professionals	Celebrations Halloween Bonfire Night Remembrance Day Diwali Hanukah Children in Need Christmas  	Lunar New Year Valentine's Day Shrove Tuesday  	Natural World Focus Celebrations Easter Mothers Day 	Traditional Tales from Other Cultures Spend time reading and discussing traditional tales from other cultures. Cohort Dependent  Celebrations 	Were all the people in our family born in England?  Celebrations

Natural World	Getting to know the outdoor environment  Seasonal Changes Autumn-Winter What changes can we notice? Why are these changes occurring?	Autumn and Winter Which animals hibernate? Seasonal changes continued  EY Garden Let's prepare the garden for planting. Digging up weeds Planting bulbs & seeds 	Winter (continued) Melting, freezing, floating sinking, magnets, light travelling, shadows, waterproofing and sorting materials. Possible PPA Units. 	Living Things Caterpillars Frogs Spawn Plants Seeds Wild Animals and their habitats.  	Terrific Tales Summer	All Around the World Contrasting environments The Human effect  
Forest School	Seasonal Changes Autumn Getting to know Forest School.  	Seasonal Changes Winter Can we find minibeasts in Winter?  	Seasonal Changes Winter  	Seasonal Changes Spring  	Seasonal Changes Summer  	Seasonal Changes Summer  

Creating with Materials	Skill development: Drawing and Painting		Skill development: Painting and Collage		Practical application of skills through self-initiated activities.	
	 Joining techniques – gluing, selotape Folding – half (for cards) Painting and printing - big brushes, small brushes, ready mixed paint. Rubbings using crayons. Teach drawing skills – people and objects		Joining techniques – split pins, stapling Folding – concertina (fans, pop up cards) Painting and printing – Water paints, Rubbings with chalk, pastels, 		 Joining techniques – PVA glue, flange, hole punch, treasury tags. Use a wide range of tools with greater accuracy and independence to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving.	
Being Imaginative	Charanga Me!	Charanga My Stories	Charanga Everyone	Charanga Our World	Charanga Big Bear Funk	Charanga Reflect, Rewind and Replay
		 Christmas Performance				 Celebration Performance