
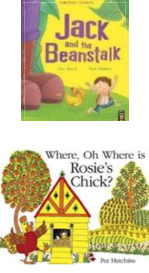
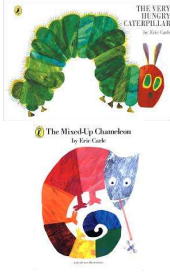
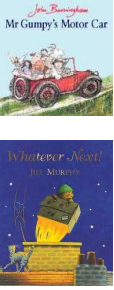


## Reception Curriculum Long Term Plan 2026

	<b>Autumn 1</b> <b>Who am I?</b>	<b>Autumn 2</b> <b>What makes us super?</b>	<b>Spring 1</b> <b>Where did it start?</b>	<b>Spring 2</b> <b>How are things different?</b>	<b>Summer 1</b> <b>Who shares our world?</b>	<b>Summer 2</b> <b>Wherever next?</b>
<b>CORE TEXTS</b>						
<b>KEY TEXTS</b>	<p>Who are you? The growing story Titch Once there were giants You choose</p>	<p>The Christmas Story Non-fiction texts about the emergency services Superhero comics and cartoon strips</p>	<p>The Three Billy Goats Gruff Little Red Riding Hood Non-fiction texts about houses, buildings and engineers</p>	<p>The Tiny Seed The Ugly Duckling The Easter Story Non-fiction texts about gardening and life cycles</p>	<p>The Very Busy Spider The Very Quiet Cricket Non-fiction texts about insects</p>	<p>This is the ship that Jack built The naughty bus Non-fiction texts about vehicles, castles and forces Books about moving on to, emotions, feelings</p>
<b>ENRICHMENT &amp; WOW DAYS</b>	<p>Peel and chop veg to make harvest soup Teddy bears picnic Talk like a pirate day</p>	<p>Wormery Autumn walk People who help us visits Nativity Morrison visit</p>	<p>Local walk (link to houses) Bake gingerbread biscuits Road safety</p>	<p>Planting beanstalks George and Clemmie's farm Fruit tasting</p>	<p>Farm visit Caterpillars Critters interactive</p>	<p>Local bus/ train trip Airport trip Park trip Class assembly</p>

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<b>COMMUNICATION &amp; LANGUAGE LISTENING, ATTENTION &amp; UNDERSTANDING &amp; SPEAKING</b>	<p>Listening to short stories and respond to what they have heard with relevant comments.</p> <p>School rules and routines</p> <p>To be able to talk about and describe themselves and their families.</p> <p>Learn about Michael Rosen</p>	<p>To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different careers and places around the world.</p> <p>To be able to begin developing social phrases and engage in story times.</p> <p>To discuss influential figures from the past (everyday superheroes) such as Florence Nightingale</p> <p>To know be able to use the new vocabulary taught in Topic in discussions and play</p> <p>To know vocabulary related to different celebrations and understand the different ways people celebrate (Diwali, Christmas)</p>	<p>To be able to ask questions to find out more and to check they understand what has been said to them.</p> <p>To be able to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To be able to connect one idea or action to another using a range of connectives.</p> <p>To be able to engage in non-fiction books.</p> <p>To be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>To be able to 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>	<p>To be able to describe events in some detail</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To be able to use talk to explain how things grow and why changes happen in nature.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To be able to describe events in some detail and talk about what they observe in the natural world and when observing minibeasts.</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To know explain how things work and why they might happen regarding the environment and sustainability.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and talk about what they can do to have a positive impact on the environment.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To be able to 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> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play</p>

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<b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b> <b>SELF REGUATION MANAGING SELF BUILDING RELATIONSHIPS</b>	<p>To know the school rules and be able to talk about how they help to keep them happy and safe.</p> <p>To be able to see themselves as a valuable individual.</p> <p>To know how to be a good friend</p> <p>To know what to do if they are feeling worried about something.</p> <p>To know what democracy means and begin to build an awareness of majority votes through voting in class. (INTERNATIONAL DAY OF DEMOCRACY)</p>	<p>To be able to show resilience and perseverance in the face of challenge.</p> <p>To be able to Identify and moderate their own feelings socially and emotionally.</p> <p>To be able to display confidence to try new activities</p> <p>To be able to Manage own basic hygiene and personal needs.</p>	<p>To be able to talk about how to stay safe.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p>To be able to give focused attention to what their peers and the teachers say.</p> <p>To be able to work and play cooperatively and take turns with others</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be able to display Confidence to try new activities.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to manage own behaviour.</p> <p>To be able to talk about what is fair and what is not fair.</p>	<p>To be able to think about the perspectives of others. To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be confident to try new activities and be able to explore different ways of doing things.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to manage own basic hygiene and personal needs.</p>	<p>To be able to show sensitivity to their own and to others' feelings.</p> <p>To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>To be able to 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>
<b>PHYSICAL DEVELOPMENT</b> <b>GROSS MOTOR FINE MOTOR</b>	<p>PE passport scheme</p> <p>Fundamental skills</p> <p>Funky fingers morning jobs</p> <p>Dough disco</p>	<p>PE passport scheme</p> <p>Fundamental skills</p> <p>Funky fingers morning jobs</p> <p>Dough disco</p>	<p>PE passport scheme</p> <p>Fundamental skills</p> <p>Funky fingers</p> <p>Dough disco</p>	<p>PE passport scheme</p> <p>Fundamental skills</p> <p>Funky fingers</p> <p>Dough disco</p>	<p>PE passport scheme</p> <p>Fundamental skills</p> <p>Funky fingers</p> <p>Dough disco</p>	<p>PE passport scheme</p> <p>Fundamental skills</p> <p>Funky fingers</p> <p>Dough disco</p>

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<b>LITERACY</b> <b>COMPRENSION</b> <b>WORD RREADING</b> <b>WRITING</b>	<p>Twinkl Phonics level 2</p> <p>Initial sounds</p> <p>Orally blending and segmenting</p> <p>Name writing</p> <p>Dough disco</p> <p>Funky fingers</p>	<p>Twinkl Phonics level 3</p> <p>Read VC and CVC words using the phonemes introduced. Read two syllable words (e.g. sunset, laptop) and simple captions.</p> <p>Spell VC and CVC words using magnetic letters and by writing phonemes introduced Write initial sounds in words, and some final/medial sounds.</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Daily handwriting</p>	<p>Twinkl Phonics level 3</p> <p>Blending and segmenting using grapheme – phoneme correspondence</p> <p>Reading and spelling VC and CVC words using the phonemes introduced</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Daily handwriting</p>	<p>Twinkl Phonics level 4</p> <p>Practise blending for reading and segmenting for spelling.</p> <p>Begin learning letter names and capital letters</p> <p>Practise reading HF words. Practise reading/recognising tricky words. Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling HF words. Practise spelling tricky words. Practise writing captions and sentences Write CVC words – segmenting and recording all sounds correctly.</p> <p>Daily handwriting</p>	<p>Twinkl Phonics level 4</p> <p>Practise blending for reading and segmenting for spelling.</p> <p>Begin learning letter names and capital letters</p> <p>Practise reading HF words. Practise reading/recognising tricky words. Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling HF words. Practise spelling tricky words. Practise writing captions and sentences Write CVC words – segmenting and recording all sounds correctly.</p> <p>Daily handwriting</p>	<p>Twinkl Phonics level 4</p> <p>Blend and segment using all phonemes taught so far.</p> <p>Practise letter names and capital letters</p> <p>Practise reading HF words. Practise reading/recognising tricky words. Practise reading two syllable words, captions and simple sentences.</p> <p>Practise spelling HF words. Practise spelling tricky words. Practise writing captions and sentences Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words</p> <p>Daily handwriting</p>
<b>MATHS</b> <b>NUMBER</b> <b>NUMERICAL PATTERNS</b>	<p><b>NCETM</b> Weeks 1-5</p> <p><b>WRM</b> Match, sort and compare Talk about measures and patterns</p> <p>Number rhymes</p>	<p><b>NCETM</b> Weeks 6-10</p> <p><b>WRM</b> It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides</p> <p>Number rhymes</p>	<p><b>NCETM</b> Weeks 11-15</p> <p><b>WRM</b> Alive in 5 Mass and capacity Growing 6,7,8</p> <p>Number rhymes</p>	<p><b>NCETM</b> Weeks 16-20</p> <p><b>WRM</b> Length, height and time Building 9 and 10 Explore 3D shapes</p> <p>Number rhymes</p>	<p><b>NCETM</b> Weeks 21-25</p> <p><b>WRM</b> To 20 and beyond How many more Manipulate, compose and decompose</p> <p>Number rhymes</p>	<p><b>NCETM</b> Weeks 26-30</p> <p><b>WRM</b> Sharing and grouping Visualise, build and map Make connections</p> <p>Number rhymes</p>

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<b>UNDERSTANDING OF THE WORLD</b> <b>PAST &amp; PRESENT PEOPLE, CULTURE &amp; COMMUNITIES</b> <b>THE NATURAL WORLD</b>	<p>Know where we live and where school is</p> <p>Who is in my family? How is my family different to others?</p> <p>Autumn walk to observe changes in the environment</p> <p>Junk modelling windmills – harvest link</p> <p>Researching about bears using ICT</p> <p>Explore Diwali and discuss Hinduism, Sikhism and Jains</p>	<p>Exploring why things freeze</p> <p>ICT link to people who help us</p> <p>Finding out all about worms</p> <p>Learning about different roles in community – butchers, supermarket workers, fishmongers</p> <p>Bonfire night safety</p> <p>Why is the Christmas story important to Christians?</p>	<p>Investigation of different materials. Which is best to build a house?</p> <p>Local walk to look at house houses are built and what they are made of</p> <p>Is everywhere like Blackburn?</p> <p>Science investigation – what happens when biscuits get wet?</p>	<p>What plants need to grow and stay healthy - Science experiment</p> <p>Explore the natural world around them, making observations of plants through drawings.</p> <p>Learning walk to find out what types of plants grow around our school. Identify and name some common trees/ plants</p> <p>Understand that places are different to where we live and recognise and talk about some of those differences</p>	<p>Understand what a minibeast is and where they might live</p> <p>Explore changes over time with the seasons and animals – life cycles</p> <p>Minibeast hunt</p> <p>Science experiment – what is the best material to stick Incy Wincy to his web?</p> <p>Explore the habitat, appearance, diet of different minibeasts</p>	<p>Explore the different environmental features – land, sea, country, road, etc.</p> <p>Use children’s past experiences and interests and locate on maps</p> <p>Road safety</p> <p>Investigate different methods of transport and when best to use them</p> <p>Look at transport from the past and how it has changed to now.</p>
<b>RE</b>	<p>Harvest</p> <p>I am special</p>	The Christmas Story	Stories Jesus heard and stories Jesus told	The Easter story	Special places	Friendship
<b>EXPRESSIVE ARTS &amp; DESIGN</b> <b>CREATING WITH MATERIALS</b> <b>BEING IMAGINATIVE &amp; EXPRESSIVE</b>	<p>Exploring how to make marks using different media.</p> <p>Self portraits</p> <p>Performance poetry - Harvest song</p> <p>Baseline motor skills assessment</p> <p>Artist study - Lorenzo Duran leaf pictures</p>	<p>Observational drawing - vegetables</p> <p>Bonfire night pictures</p> <p>Listen to Handel’s ‘The Royal Fireworks’ &amp; explore ways of making firework sounds with instruments</p> <p>Artist study – Jackson Pollock – firework pictures</p> <p>Remembrance day art</p> <p>Christmas calendars and cards</p>	<p>Perform the 3 little pigs (Debbie and Friends)</p> <p>Collaborate art work to show different representations of houses</p> <p>Collaborate junk model Chinese dragon</p> <p>Use drums and instruments to keep beat and replicate music at CNY festivals</p>	<p>Artist study – David Hockney flower pictures using ICT</p> <p>Observational drawings – plants/ fruit</p> <p>Exploring African instruments</p> <p>Traditional African dance</p>	<p>Illustrator study – Eric Carle printing</p> <p>Colour mixing- exploring different shades and how to make them</p> <p>Using lines to create shapes that represent different minibeasts</p> <p>Junk model puppets to support story telling</p> <p>Listen and compare pieces of loud/ quiet music and find ways of recreating it, voice/ body percussion/ instruments</p> <p>Clay snail shells</p>	