

# Reception Long-term Planning 2026-2027

|                          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                       | Spring 1                                                                                                                                                                 | Spring 2                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                      | Summer 2                                                                                                                                                     |
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| Core Reading             | All The Things You Do<br>Barbara Throws a Wobbler<br>Little Red Hen<br>Pumpkin Soup                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The Best Diwali Ever<br>Little Glow<br>The Great Nursery Rhyme Disaster<br>Careful Santa                                                                                       | Meet the Weather<br>The Snow Thief<br>The Runaway Pancake                                                                                                                | Little Red Riding Hood<br>The Elves & the Shoemaker<br>Jack and the Beanstalk                                                                                                                                            | The Night Pirates<br>The Singing Mermaid<br>Gigantic<br>The Whale that Sings in the Deep<br>Ocean Full of Wonder                                                              | My Butterfly Bouquet<br>The Woolly Bear Caterpillar<br>Handa's Surprise<br>Jungle Jamboree<br>Rumble in the Jungle                                           |
| Additional Themes        | <u>Getting to know you</u> <ul style="list-style-type: none"> <li>Autumn</li> <li>Harvest</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Celebrations</u> <ul style="list-style-type: none"> <li>Bonfire night - 5/11/26</li> <li>Diwali - 8/11/26</li> <li>Remembrance Day - 11/11/26</li> <li>Christmas</li> </ul> | <u>Winter &amp; Weather</u> <ul style="list-style-type: none"> <li>Chinese New Year - 6/2/27</li> <li>Pancake day - 9/2/27</li> <li>Valentine's day - 14/2/27</li> </ul> | <u>Fairy Tales &amp; Growing</u><br>Spring & Easter <ul style="list-style-type: none"> <li>World Book Day - 4/3/27</li> <li>Mother's Day - 7/3/27</li> <li>Eid al-Fitr - 10/3/27</li> <li>Easter - 26-29/3/27</li> </ul> | <u>Pirates &amp; Under the Sea</u> <ul style="list-style-type: none"> <li>St George's Day - 23/04/26</li> </ul>                                                               | <u>Minibeasts &amp; African Animals</u> <ul style="list-style-type: none"> <li>Father's Day - 20/6/27</li> <li>St Peter's Day</li> <li>Transition</li> </ul> |
| Enrichment               | <ul style="list-style-type: none"> <li>Autumn walk</li> <li>Visit from Farmer/ visit to Gripps Farm.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Video call with Soldier</li> <li>Nativity</li> <li>Christmas Party</li> <li>Christmas craft parent session</li> </ul>                   | <ul style="list-style-type: none"> <li>Whole School Panto</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>Gruffalo Trip to Danby Lodge</li> <li>Easter crafts at St Margaret's Church</li> <li>Visit from Gardening Club members</li> </ul>                                                 | <ul style="list-style-type: none"> <li>Pirate day</li> <li>Litter pick at Skinningrove Beach</li> <li>Visit from Coastguard</li> <li>Visit to St Margaret's Church</li> </ul> | <ul style="list-style-type: none"> <li>Trip to Butterfly World</li> <li>Sports day</li> <li>St Peter's day performance</li> </ul>                            |
| Oracy development        | Drawing club take place three times per week taught through the adventures of tales and animations. It focuses on key vocabulary that is embedded throughout the week. Oracy skills are built through imagination and foster early writing skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                |                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                                                                                              |
| Communication & Language | Throughout the year children will: <ul style="list-style-type: none"> <li>Learn to speak with confidence during circle/carpet times, using talk to organise, sequence and clarify thinking.</li> <li>Learn to listen and respond to others appropriately with relevant comments and ask why questions</li> <li>Learn to respond to longer instructions and directions with two parts through adult initiated/led and child led activities</li> <li>Learn new vocabulary in Drawing Club and relating to topics and apply this accurately during discussions and play.</li> <li>Respond to and retell a range of stories and poems using key language, beginning to develop their own narratives.</li> <li>Use past, present, future forms accurately and speak in full sentences with connectors and contracted negatives etc.</li> </ul> |                                                                                                                                                                                |                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                                                                                              |

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## Reception Long-term Planning 2026-2027

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| Personal, Social & Emotional Development | <ul style="list-style-type: none"><li>• Make relationships with staff and children.</li><li>• Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour.</li><li>• Get children familiar with the environment</li><li>• Learn routines and follow these.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• Focus on developing confidence to perform in front of an audience (Nativity)</li></ul> | <ul style="list-style-type: none"><li>• New Year's Resolutions</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>• Morals linked to Fairy Tales</li></ul> | <ul style="list-style-type: none"><li>• Focus on how to keep safe and look after the environment.</li></ul>                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• Focus on Transition to Year 1 (Nurture).</li><li>• Reception Graduation.</li></ul> |
| Jigsaw                                   | Being me in my world                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Celebrating difference                                                                                                         | Dreams and goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Healthy Me                                                                     | Relationships                                                                                                                                                                                                                                                                                                                                                                                                         | Changing me                                                                                                                |
| Physical Development<br>PE lessons:      | Fundamental movements/ Locomotion: <ul style="list-style-type: none"><li>• Health - to understand how PE affects their bodies and what happens.</li><li>• To listen and follow simple instructions e.g. stop, freeze, find a space.</li><li>• Move in a variety of ways over different equipment and surfaces e.g. walking, running, skipping, bounding, rolling.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                | Continue: <ul style="list-style-type: none"><li>• fundamental movements</li><li>• locomotion</li></ul> in storytelling in a progressive and fun way. <ul style="list-style-type: none"><li>• Implementation: Using and manipulating equipment e.g. tennis rackets, balls, hockey sticks, hoops, swimming noodles.</li></ul> Working on progression in skills, such as throwing, catching, striking, kicking, dribbling. <ul style="list-style-type: none"><li>• Introduce different body parts in fun games.</li></ul> |                                                                                | Continue: <ul style="list-style-type: none"><li>• fundamental movements</li><li>• locomotion</li><li>• manipulation</li></ul> in simple gymnastics and athletic movements. Working on progression in <b>stability</b> skills, such as balancing, landing, turning, twisting, bending and stretching. <ul style="list-style-type: none"><li>• Understanding basic rules of games and why they are important.</li></ul> |                                                                                                                            |
|                                          | The Wise Writing Continuum is followed to support physical skills in Reception.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                            |
| Literacy                                 | Throughout the year children will: <ul style="list-style-type: none"><li>• Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environment</li><li>• Have opportunities to further develop their fine motor skills throughout provisions to develop a tripod grip (Nip, Flip, Grip)</li><li>• Give meaning to marks made/drawings and develop forming recognisable marks, before writing simple CVC words and sentences. This will be linked to the children's current phonics ability.</li><li>• Be taught the correct formation of letters and perfect writing position through ready to write routines.</li><li>• Learn to retell a range of stories and poems using story maps, developing across the year with more detail pictures and annotations, before writing the stories and innovating parts of the stories to write their own.</li></ul> |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                            |

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|                                                                                              | <ul style="list-style-type: none"> <li>Drawing Club (Greg Botrill)</li> <li>The Wise Writing Continuum is followed to build on key skills for writing.</li> <li>Follow Read, Write Inc programme:</li> </ul> <p>Expected RWI progress by the end of each half-term:</p>                                                                                  |                                                                                                                                                                                                                                        |                                                                                                                                                               |                                                                                                                                                                                                                                       |                                                                                                                                                                                                        |                                                                                                                                                                    |
|                                                                                              | Group B                                                                                                                                                                                                                                                                                                                                                  | Group C                                                                                                                                                                                                                                | Ditty                                                                                                                                                         | Red                                                                                                                                                                                                                                   | Green                                                                                                                                                                                                  | Green/Purple                                                                                                                                                       |
| Maths – White Rose Maths Reception scheme                                                    | Match, Sort and Compare<br>Talk about Measure and Pattern<br>It's Me 1,2,3<br>Circles and Triangles<br>1,2,3,4,5<br>Shapes with 4 Sides                                                                                                                                                                                                                  |                                                                                                                                                                                                                                        | Alive in 5!<br>Mass and Capacity<br>Growing 6, 7, 8<br>Length, Height and Time<br>Building 9 & 10<br>Explore 3D Shapes                                        |                                                                                                                                                                                                                                       | To 20 and beyond<br>How Many Now?<br>Manipulate, Compose and Decompose<br>Sharing and Grouping<br>Visualise, Build and Map<br>Make Connections                                                         |                                                                                                                                                                    |
| Understanding the World<br><br>Past and Present<br><br>People & Communities<br><br>The World | <ul style="list-style-type: none"> <li>Autumn walk (using senses outside)/ Observe and draw pictures of the natural world.</li> <li>Draw a simple map of walk (Science/ TW).</li> <li>Talk about our families (P&amp;C).</li> <li>Bake bread and make soup (Science/ TW).</li> <li>Start visual timeline of Reception year (History P&amp;P).</li> </ul> | <ul style="list-style-type: none"> <li>Guy Fawkes, Remembrance (History, P&amp;P).</li> <li>Diwali (P&amp;C).</li> <li>Explore light and dark -dark den/ light box (Science/ TW).</li> <li>Map of Santa's journey (P&amp;C)</li> </ul> | <ul style="list-style-type: none"> <li>Noticing changes in the weather/ environment (Science/ TW, Geography).</li> <li>Chinese New Year (P&amp;C).</li> </ul> | <ul style="list-style-type: none"> <li>Growing activities (Science/ TW).</li> <li>Noticing changes in the weather/ environment.</li> <li>Spring walk (focus on journey and make map to the park) (Science/ TW, Geography).</li> </ul> | <ul style="list-style-type: none"> <li>Explore fishing from the past (History, P&amp;P).</li> <li>Conservation of local area (TW)</li> <li>Create/ follow treasure maps (Geography/P&amp;C)</li> </ul> | <ul style="list-style-type: none"> <li>Africa study - compare and contrast (TW/ Geography).</li> <li>Compare different animals/ habitats (TW, Science).</li> </ul> |
| Expressive Art & Design                                                                      | Mel                                                                                                                                                                                                                                                                                                                                                      | My Stories                                                                                                                                                                                                                             | Everyone!                                                                                                                                                     | Our World                                                                                                                                                                                                                             | Big Bear Funk                                                                                                                                                                                          | Reflect, Rewind, Replay                                                                                                                                            |

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| TVMS (Being Imaginative and Expressive)<br>Exploring Media and Materials | Throughout the year children will be taught to: <ul style="list-style-type: none"> <li>Think about and discuss what they want to make, select resources and use a variety of materials, tools and techniques. Draw model planning sheets.</li> <li>Experiment with colour, design, texture, form and function.</li> <li>Talk about their creations and the process they have used.</li> </ul>                                     |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                      |
| RE                                                                       | <b>Belonging</b><br>Where do we belong?<br><br>What makes us feel Special?<br>Why do Christians believe children are special to God?<br>Where do you belong?<br>How are Babies welcomed into a Christian family?<br>How are babies welcomed in a different religion?                                                                                                                                                              | <b>Incarnation</b><br>Why is Christmas special for Christians?<br><br>What happened at the first Christmas?<br>Why do Christians sing Carols at Christmas?<br>Why is the Christmas story special for Christians?<br>Why do Christians give gifts at Christmas?<br>Why is the Christmas story special for Christians today? | <b>God</b><br>Why is the word God important to Christians?<br><br>How do Christians believe that God created the world?<br>How do Christians thank God for his creation?<br>Why do Christians believe they should look after Gods world?<br>How do Christians know God loves them? | <b>Salvation</b><br>Why is Easter special to Christians?<br><br>Why is Palm Sunday special to Christians?<br>Why is the cross symbol special to Christians?<br>Why do Christians believe that Jesus had to die on the cross?<br>Why do Christians eat Easter eggs?<br>Why is the Easter story special to Christians? | <b>Special Places</b><br>What Places are special and why?<br><br>What are my special places and why?<br>Where is a Christian's special place and why?<br>What would you find if you visited a church?<br>Where is a Muslim's special place?<br>What would you find if you visited a mosque?<br>How are Christian's special places similar to Muslim's special places? | <b>Special Stories</b><br>What stories are special and why?<br><br>Which stories are special for you and why?<br>Which stories are special to Christian's and why?<br>What stories tell us about what Jesus was like?<br>What stories are special for Jewish people and why?<br>What is a Muslim's special book and how is it used?<br>What stories are special for Muslims and why? |
| Computing                                                                | Throughout the year children will be taught to: <ul style="list-style-type: none"> <li>Take photo and videos of their work (Data)</li> <li>Explore how Beebots work and move (Programming &amp; Algorithms)</li> <li>Programme a Beebot to reach a specific point as a group (Programming &amp; Algorithms)</li> <li>Create 2 Simple Paint pictures (Purple Mash)</li> </ul> Digital literacy & safety taught throughout the year |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                      |

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