

## Long Term Planning Reception 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/topic</b>	<b>Autumn Season</b>  <b>I am special</b>	<b>Let's Celebrate!</b>	<b>Winter Season</b>  <b>Once Upon A Time</b>	<b>Spring Season</b>  <b>Dinosaur Roar!</b>	<b>Summer 1</b>  <b>Ahoy there!</b>	<b>Summer Season</b>  <b>Mad about Minibeasts</b>
<b>Mathematics</b>	Children are given opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.					
<b>Number</b>	Hear and join in with the counting sequence to 5. Counting on and back to 5. Subitising within 5 in different arrangements Make different arrangements within 5. Composition of numbers to 5. Compare sets of objects. Connect quantities and numbers to finger patterns. Develop skills in cardinality, accuracy and one to one correspondence. Use the language of comparison. Develop the language of 'whole' when talking about objects which have parts.	Hear and join in with the counting sequence to 5. Counting on and back to 5. Subitising within 5 in different arrangements Make different arrangements within 5. Composition of numbers to 5. Compare sets of objects. Connect quantities and numbers to finger patterns. Develop skills in cardinality, accuracy and one to one correspondence. Use the language of comparison. Develop the language of 'whole' when talking about objects which have parts. Ordering numbers to 5.	Hear and join in with the counting sequence to 10. Counting on and back to 10. Develop subitising skills. Increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Explore the structure of numbers which are 'five and a bit'. Focus on equal and unequal groups when comparing numbers. Understand that two equal groups are called a double.	Hear and join in with the counting sequence to 10. Counting on and back to 10. Develop subitising skills. Increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Explore the structure of numbers which are 'five and a bit'. Focus on equal and unequal groups when comparing numbers. Understand that two equal groups are called a double. Sort odd and even numbers. Join in with verbal counting beyond 20. Recalling number bonds to 10. Addition	Verbally counting to 20 and beyond. Counting on and counting back. Counting larger sets as well as actions and sounds. Explore a range of representations of numbers. Compare quantities and numbers, including sets with different attributes. Develop a sense of magnitude. Generalise one more than and one less than numbers within 10. Identify when sets can/cannot be subitised. Recognising patterns in the counting system. Develop conceptual subitising skills, including using a rekenrek. Adding by counting on.	Verbally counting to 20 and beyond. Counting on and counting back. Counting larger sets as well as actions and sounds. Explore a range of representations of numbers. Compare quantities and numbers, including sets with different attributes. Develop a sense of magnitude. Generalise one more than and one less than numbers within 10. Identify when sets can/cannot be subitised. Recognising patterns in the counting system. Develop conceptual subitising skills, including using a rekenrek. Adding by counting on.

		Comparing quantities to 5 - greater than, less than, the same. Recalling number bonds to 5. Addition and subtraction within 5.	Sort odd and even numbers. Join in with verbal counting beyond 20. Recalling number bonds to 10. Addition and subtraction within 10.	and subtraction within 10.	Adding by counting on. Taking away by counting back. Doubling, halving and sharing. Odds and evens. Sorting.	Taking away by counting back. Doubling, halving and sharing. Odds and evens. Sorting.
<b>Shape Space and Measure</b>	Identifying and continuing patterns. Positional language. Identifying and using 2D shapes. Time-related language. Days, months, seasons.	Creating patterns. Properties of 2D shapes. Money. Days, months, seasons. Spatial reasoning.	Exploring more complex patterns. Identifying 3D shapes. Length, weight and height. Days, months, seasons.	Creating more complex patterns. Properties of 3D shapes. Days, months, seasons. Spatial reasoning.	Capacity. Sorting into 2 groups. Telling the time/routines. Days, months, seasons.	Consolidating 2D and 3D shapes and their properties. Reviewing time. Days, months, seasons. Position and distance. Spatial reasoning.
<b>Literacy</b>	<p>Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Books used as a stimulus for learning across the curriculum. Opportunities for performance. Daily opportunities for sharing stories, songs, poetry and rhymes. Phonics sessions encourage children to link sounds to letters and to begin to read and write. A clear focus upon letter formation is delivered during this time using Read Write Inc ditties. Handwriting with Penpals. Progression and application of skills from recognising and writing single sounds, to simple words, captions then sentences. Supplemented by Drawing Club - weekly story focus with identified vocabulary, discuss and draw characters, setting and use creativity to imagine an adventure.</p>					
<b>Literacy</b>	<b>Owl Babies</b>	<b>Dear Zoo</b>	<b>Goldilocks</b>	<b>How to Look After Your Dinosaur</b>	<b>The Night Pirates</b>	<b>The Woolly Bear Caterpillar (supplemented by The Very Hungry Caterpillar)</b>
<b>Comprehension</b>	*Story retell	*Story retell	*Story retell	*Story retell	*Story retell	*Story retell
<b>Word Reading</b>	* Favourite characters	*Favourite animals	*Story map	* Creating and using story maps	*Creating and using story maps	*Creating and using story maps
<b>Writing</b>	*Writing labels	*Creating a lift the flap book page	*Adapted story map	*Instruction writing	* Descriptive writing	*Story retell
	*Introduction to story maps	*Caption writing	*Narrative-orally rehearsing own simple story	*Adapting a story map	* Introducing alternative characters and setting.	*Creating and using story maps
	* Writing lists					* Alternative setting

	<p>* Verbal recount</p> <p><b>Little Red Hen</b></p> <p>*Story retell</p> <p>*Using a story map to recall</p> <p>*List of characters</p> <p>*Introducing setting</p> <p>* Verbal recount</p> <p>*Ordering instructions</p>	<p>*Dictated sentence writing</p> <p>*Creating an alternative story ending</p> <p><b>The Nativity Story</b></p> <p>*Story retell</p> <p>*Creating and using story maps</p> <p>*Linking to setting</p> <p>*Caption writing</p> <p>*Letter to Santa</p>	<p>*Instructions - How to make porridge</p> <p>*Descriptive writing - Goldilocks wanted poster</p> <p><b>Jack and the Beanstalk</b></p> <p>*Story retell</p> <p>*Creating and using story maps</p> <p>*Adapting a story map</p> <p>*Instructions - How to plant a magic bean</p>	<p>*Dinosaur fact file</p>	<p>*Recount - beach visit</p>	<p>*Alternative story</p> <p>*Non-fiction writing (caterpillar to butterfly diary)</p> <p>*Minibeast fact writing</p>
<b>SPaG</b>	<p><b>Phonics:</b> Listening skills and pre-phonics</p> <p><b>Punctuation and Grammar:</b> Capital letter for name</p>	<p><b>Phonics:</b> <b>Phase 2</b> Read Write Inc</p> <p><b>Punctuation and Grammar:</b></p> <p>Writing: Capital letter for name, full stops, finger spaces.</p> <p>Reading: Capital letters for names and places</p>	<p><b>Phonics:</b> <b>Phase 2</b> Read Write Inc</p> <p><b>Punctuation and Grammar:</b></p> <p>Writing: Capital letters, full stops, finger spaces.</p> <p>Reading: Capital letters, question marks</p>	<p><b>SPaG</b> <b>Phonics:</b> <b>Phase 2</b> Read Write Inc</p> <p><b>Punctuation and Grammar:</b></p> <p>Writing: Capital letters, full stops, finger spaces.</p> <p>Reading: Capital letters, question marks, exclamation marks</p>	<p><b>SPaG</b> <b>Phonics:</b> Read Write Inc</p> <p><b>Punctuation and Grammar:</b></p> <p>Writing: Capital letters, full stops, finger spaces, adjectives</p> <p>Reading: Capital letters, question marks, exclamation marks, speech marks</p>	<p><b>SPaG</b> <b>Phonics:</b> Read Write Inc</p> <p><b>Punctuation and Grammar:</b></p> <p>Writing: Capital letters, full stops, finger spaces, adjectives</p> <p>Reading: Capital letters, question marks, exclamation marks, speech marks</p>

					marks, speech marks	
<b>Phonics</b> Read Write Inc	<b>Phase 1 /Pre-phonics</b> Listening skills Alliteration Rhyme Sound discrimination	<b>Phase 2/ Set 1 sounds</b> Single sounds Writing CVC words Letter formation	<b>Phase 2 / Set 2 sounds</b> Single sounds / friendly letters / digraphs Writing captions Letter formation		<b>Consolidating set 1 and set 2 sounds</b> Review all sounds Enhanced application Writing sentences Letter formation	
<b>Reading</b>	Wordless books	Wordless books Sound blending books	Sound blending books RWI book bag books - red, green, purple		Sound blending books RWI book bag books - red, green, purple  Some children may move on to the Y1 agreed reading order	
<b>Poetry</b>	Nursery rhymes Counting songs Autumn Leaves poem		World Poetry Day 21.3.26 Stomp Stomp Big Roar by Kaye Umansky		Can you fly like a butterfly? by Joe Marriott Pirates by Joseph Coelho	
<b>Communication and Language</b>	Communication and Language development gives children opportunities to experience a language-rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Staff are Ekklan-trained and ensure that opportunities are provided throughout the setting and in a range of contexts to support communication and language. Vocabulary flowers are placed in many areas of the setting to support adults to develop vocabulary when interacting with the children. ECAT assessments are to be carried out in September as part of our baseline assessment and appropriate intervention implemented for children identified.					
<b>Understanding the world</b>	Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, the past and the environment.					
<b>The Natural World</b> Science and Geography	Autumn Season  How we grow	Animals  Melting ice	Winter Season  Growing	Spring Season  Climate change  Comparing environments	Water pollution  Maps  Earth Day 22.4.26	Life cycles  Looking after living things. Human impact on living things.  Minibeasts
<b>NUSTEM Play</b> <b>Be C Units</b>	Magnet engineer	Glaciologist  Lighting engineer	Civil engineer	Meteorologist	Marine engineer  Fluid scientist	Arborist
<b>Past and Present</b>  History	When we were young	The zoo then and now	Castles	Dinosaur extinction.	Pirates from the past  Seaside artefacts	Recording the natural world then and now  Observational drawing

<p><b>People, Culture and Communities</b></p> <p>Geography and RE</p>	<p>My home and family.</p> <p>My local area.</p> <p>Being special: where do we belong?</p>	<p>Communities</p> <p>Similarities and differences between self and others/traditions</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>Observing plant growth</p> <p>Which stories are special and why?</p>	<p>Comparing artefacts/objects</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>Different ways of life</p> <p>Which places are special and why?</p>	<p>Observing living creatures</p> <p>Why is the word 'God' so important to Christians?</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Investigating and Exploring</b></p> <p>Use the senses to explore a range of materials and media.</p> <p>Use marks and pictures to express thoughts and feelings.</p> <p>Use 2D shapes to draw.</p>	<p><b>Drawing</b></p> <p>Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc.</p>	<p><b>Painting</b></p> <p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder paints, finger paints etc.</p> <p>Develop skill and control when painting.</p> <p>Begin to paint with expression.</p>	<p><b>Textiles</b></p> <p>Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc.</p>	<p><b>Printing</b></p> <p>Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc.</p> <p>Learn about other materials and techniques (clay, sketching, printing, collage)</p>	<p><b>3D Modelling</b></p> <p>Use the senses to explore a range of modelling materials, e.g. salt dough, play dough. recycled junk modelling materials etc</p>
<p><b>EAD</b></p>	<p>Self portraits</p> <p>Pointillism</p> <p>Simple shapes in art</p>	<p>Christmas crafts</p> <p>Diwali - clay diva lamps</p> <p>Transient art</p>	<p>Primary colours</p> <p>Colour mixing</p>	<p>Easter baskets and cards</p> <p>Dinosaur fossils</p> <p>Collage dinosaurs in the style of Matisse</p>	<p>Block printing</p> <p>Printing with natural materials</p>	<p>Using tools</p> <p>Repeating patterns</p> <p>Symmetry</p>
<p><b>Focus Artists</b></p>	<p>Guiseppe Arcimboldo - faces with fruit</p>	<p>Pablo Picasso - line drawings</p> <p>Andy Goldsworthy -</p>	<p>Piet Mondrian - Composition II</p>	<p>Henri Matisse - collage using textiles</p>	<p>Paul Klee - block printing</p>	<p>Courtney Mattison - climate art with clay</p>

	Wassily Kandinsky - circles	transient art with natural materials	Hundertwasser - trans automatism			
<b>Design and Technology (Kapow)</b>	Junk Modelling			Making Boats		
<b>DT activities linked to topics</b>	Junk Model Owls	Junk model animals  Christmas crafts	Junk model castles	Wooden vehicles	Boats	Minibeast homes
<b>ICT</b>	Access programmes on computers and iPads. Use Numbots and White Rose Maths.				Learn how to log on/log off and choose a programme.	
PE (Get Set PE)  TBC	Fundamentals Unit 1	Ball Skills Unit 1	Dance Unit 1	Fundamentals Unit 2	Gymnastics with Jen	Ball Skills Unit 2
<b>PSED You, Me and The World</b>	Personal, Social and Emotional development helps children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.					
<b>PSED</b>	Being part of a family  Building relationships	Animal welfare  Self-regulation, confidence and managing feelings	Stranger danger  Respectful relationships Managing self  Making good choices	Taking care of our world  Hygiene, independence and staying healthy	Kids Safe  Taking care of living things  Who can help	Sun safety  Water safety  First Aid and emergencies
<b>Music (Kapow)</b>	Exploring sounds	Celebration music	Music and Movement	Musical Stories	Transport vehicles	Big Band
<b>Trips and visitors</b>	Owl Visit  Library	Christmas/Santa at West Boldon Lodge  Library	Storyteller/author	Great North Museum  Library	Beach visit  Earth Day walk  Library	Bugs N Stuff Workshop  Mini beast hunt in local park/ River Don area  Library

<b>Parental involvement opportunities</b>	Transition to Reception meeting  Phonics introduction  Library (with Autumn walk)  October stay and play	Maths workshop  Library visit  Nativity performance  Christmas stay and play  Santa visit	NUSTEM family workshop  Reading and writing workshop - with World Book Day 5.3.26  Library visit  Stay and Play	Maths workshop  Library visit  Easter worship and stay and play	Beach trip  Earth Day walk  Library visit	Sports Day  Library visit  Transition to Year 1 meeting with class assembly
<b>Career Benchmarking links (in addition to NUSTEM)</b>	Interview a falconer.  Invite in parents who work in emergency services.	Interview a farmer from farm  Zoologist	Role of woodcutter  Builders and bakers. (Neil, Claudia and Nicola)	Find out about palaeontologist, archaeologist and museum curator roles	Interview RNLI lifeguard at beach	Interview Guy from Bugs n Stuff about his job.
<b>Global and Eco links</b>	Reduced food supplies - contribute to Harvest Festival	Plastic bottle bird feeders - Groundworks	Plant a 'Wild flower Pollination Garden' ready for the summer.	Earth Day (in school) activities	Insect feeders with Groundworks	Mr Frampton visit to discuss bee keeping.