Reception Long Term Plan
2026-2027

School Vision
Rooted in faith, we nurture, grow and flourish.

Our school vision and ethos is rooted in the Parable of the Mustard Seed

"What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."
- **Mark 4.30-32**

Statutory National Education Programmes

Communication and Language	The development of children's **spoken language** underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary** added, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, **non-fiction, rhymes and poems**, and then providing them with extensive **opportunities to use and embed new words** in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children **share their ideas with support and modelling from their teacher**, and sensitive questioning that invites them to **elaborate**, children become comfortable using a **rich range of vocabulary and language structures**.
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to **lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. **Strong, warm and supportive relationships with adults** enable children to learn how to understand their own feelings and those of others. Children should be **supported to manage emotions, develop a positive sense of self**, set themselves **simple goals**, have **confidence in their own abilities**, to **persist and wait** for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to **look after their bodies**, including **healthy eating**, and **manage personal needs independently**. Through supported interaction with other children, they learn how to **make good friendships, co-operate and resolve conflicts** peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for **play both indoors and outdoors**, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. **Gross motor skills** provide the foundation for developing **healthy bodies and social and emotional well-being**. **Fine motor control** and precision helps with **hand-eye co-ordination**, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.
Literacy	It is crucial for children to develop a **life-long love of reading.** Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults **talk with children about the world around them and the books** (stories and non-fiction) they read with them, and enjoy **rhymes, poems and songs** together. Skilled word reading, taught later, involves both the **speedy working out of the pronunciation** of unfamiliar printed words (**decoding**) and the speedy recognition of familiar printed words. Writing involves **transcription (spelling and handwriting)** and **composition** (articulating ideas and structuring them in speech, before writing).
Mathematics	Developing a **strong grounding in number** is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently, develop a deep understanding of the numbers to 10**, the relationships between them and the **patterns within those numbers**. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary . In addition, it is important that the curriculum includes rich opportunities for children to develop their **spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and **not be afraid to make mistakes**.
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's **personal experiences** increases their knowledge and sense of the world around them – from **visiting parks, libraries and museums to meeting important members of society** such as police officers, nurses and firefighters. In addition, listening to a **broad selection of stories**, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and **widening children's vocabulary** will support later reading comprehension
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their **imagination and creativity**. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a **wide range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their **understanding, self-expression, vocabulary and ability to communicate** through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Curriculum – Early Years Statutory Curriculum, Birth to Three, Development Matters,

EYFS LTP

Overarching theme per term and potential learning opportunities in 7 AOL. Children's ideas are gathered and incorporated into termly and weekly planning, indoors and outdoors.

Overarching broad theme suggestions	**Autumn 1** All About Me	**Autumn 2** Twinkly Lights and Stary Nights	**Spring 1** Fantastic Food	**Spring 2** Superheroes	**Summer 1** Once Upon a Time	**Summer 2** All Creatures Great and Small
Subthemes (Subthemes and themes are outlines of possible lines of exploration and are adapted regularly according to children's needs and interests.)	Starting school Zones of regulation Me and my family My Body Harvest Autumn	Diwali Fireworks night Black History Week Road safety The Nativity Christmas	Chinese New Year Healthy Eating – Nurse Oral Hygiene Dentists Life cycles Winter	Eid Super heroes Community heroes Recycling Spring Easter	Traditional Tales Story writing Map making Based around a variety of texts	Animals and babies Summer Growing Up, Moving On
Phonics Scheme RWI	Read single letter Set 1 sounds (first 16)	Read all Set 1 single letter sounds Blend sounds into words orally	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Red Storybooks Read 4 double consonants	Read Green Storybooks	Read Green or Purple Storybooks Read first 6 Set 2 sounds
Expected Number of Sounds	**16** sounds (First 16 Set 1 single-letter sounds)	**25** Sounds (all Set 1 single-letter sounds)	**31** sounds (Set1 Special Friends)	**35** Sounds (4 double consonants)	**35** Sounds	**41** Sounds (First 6 set 2 sounds)
Schemes Maths Literacy PE PSHE RE	**Maths** - Herts Essentials -See LTP **Literacy**- Herts Essentials See LTP	**Maths** - Herts Essentials -See LTP **Literacy**- Herts Essentials See LTP	**Maths** - Herts Essentials -See LTP **Literacy**- Herts Essentials See LTP	**Maths** - Herts Essentials -See LTP **Literacy**- Herts Essentials See LTP	**Maths** - Herts Essentials -See LTP **Literacy**- Herts Essentials See LTP	**Maths** - Herts Essentials -See LTP **Literacy**- Herts Essentials See LTP **PE-** PPP, Athletics **PSHE** – Jigsaw Changes

Music History Geography Art/D&T Science Computing	**PE**- PPP, First PE **PSHE** – Jigsaw New Beginnings **RE** What Makes us Special **Music**-Kapow Exploring Sound **Geography**-Kapow, Exploring maps **Art**- Access Art, Drawing, Painting, Printing, Sculpture, Textile, Collage **Computing-** Purple Mash	**PE**- PPP, Fitness & Fundamentals **PSHE** – Jigsaw Getting On and Falling Out **RE** What are Special Times **Music**-Kapow-Celebration Music **History**-Kapow, Peek into the past **Art-** Access Art, Drawing, Painting, Printing, Sculpture, Textile, Collage **D&T** – Kapow, Textiles **Science-** Seasonal Changes **Computing-** Purple Mash	**PE-** PPP, Gymnastics **PSHE** – Jigsaw Going for Goals **RE** Why are Some Spaces Special **Music**-Kapow, Music and Movement **Geography-** Kapow, Outdoor adventures **Art-** Access Art, Drawing, Painting, Printing, Sculpture, Textile, Collage **Science**- Materials **Computing-** Purple Mash	**PE**- PPP, Enjoy a Ball **PSHE** – Jigsaw Good to be Me **RE** What Makes The World Special **Music**-Kapow, Musical Stories **History**-Kapow, Adventures through time **Art**- Access Art, Drawing, Painting, Printing, Sculpture, Textile, Collage **D&T** – Kapow, Structures **Science**- Life Cycles **Computing-** Purple Mash	**PE**- PPP, Dinosaur Dance **PSHE** – Jigsaw Relationships **RE** Why are Some Stories Special **Music**-Kapow, Transport **Art-** Access Art, Drawing, Painting, Printing, Sculpture, Textile, Collage **Science**- Habitats **Computing-** Purple Mash	**RE** Time to Celebrate **Music**-Kapow, Big Band **Geography-** Kapow, Around the world **Art-** Access Art, Drawing, Painting, Printing, Sculpture, Textile, Collage **D&T** – Kapow, Cooking & Nutrition **Science**- Life Cycles **Computing-** Purple Mash
Key Texts – change and adapt according to children's interests (texts in bold promote diversity, but are not the only books in class that promote diversity	**That's NOT My Name** **You Can** **All Are Welcome** **All Kinds of People** Faces	**My Must Have Mum** Me and My Sister My Grandpa **Jo Jo and Gran Gran Go To The Hairdresser**	**I Like Bees, I Don't Like Honey** **Super Duper You** **Happy To Be Me** **Things I Like** Lifesize, Baby Animals	**Festivals** Our Favourite Day **I Love Chinese New Year** Kippers Birthday	**Amazing** **You're So Amazing** **Everybody Has a Body** I Don't Want to Wash My Hands	I Saw a Bee That's My Flower **A New Green Day** You Choose You Choose Fairy Tales

	Hug The Tiger Who Came to Tea Beegu We're Going on a Bear Hunt	Say Goodbye, Say Hello This is The Bear The Cat and The Rat and The Hat There's a Bear on My Chair Oi Cat	Oh Non George Joy I Can Swim	We Catch The Bus We're Going on a Bear Hunt On the Way Home	Goldilocks and the Three Beras **Anansi and the Golden Pot** Jack ns The Beanstalk Each Peach Pear Plum	Help We Need a Title
Wow Moments	Harvest Festival Meet our buddies Forest School	Remembrance Day Posting a Letter to Father Christmas Christmas Party Walk to Church Nativity Forest School	Visit to Pizza Express Visits from community heroes Forest Schools	Local walk Caterpillar Lifecycle Forest School	Class assembly show Forest School	Making fruit kebabs Planting Mill Green Trip Forest School New class and teacher visits School Games Day
Key Vocab (including but not limited to)	Family, friends, special, community, growing, change, unique, emotions, feelings, respect, festive, Harvest, hear, smell, see, touch, taste, small, medium, large	Christmas, Christian, celebration, nocturnal, diurnal, hibernate, habitat, light, dark, safety, festival, Hindu, Diwali, advent	Culture, tradition, Lunar/Chinese New Year, Kung Hei Fat Choy, , food groups, healthy, safety, hygiene	Superhero, strength, power, extraordinary, significant, role model, heroine, generous, admire, determination, community, inspiration	Once upon a time, long ago, prince, princess, , wizard, queen, happily ever after, palace, castle,	Growths, life cycle, changing, chrysalis, metamorphosis, vertebrate, reptile, fish, mammal, habitat, wild, pet, zoo, farm
Assessment Opportunities	Statutory Baseline Assessment School Baseline Assessment	RWI assessments Termly teacher assessments Parents Evening	RWI assessments Observations	RWI assessments Termly teacher assessments Parents Evening	RWI assessments Observations Moderation	RWI assessments Termly teacher assessments Observations

	RWI baseline RWI Half Termly assessment Observations	In house Moderation Observations		Observations Moderation		Early Learning Goals Reports
Interventions Toolkit (used, amended and adapted through the year as indicated by assessments)	Wellcomm, Bucket time, Sound Blending, Sound Recognition,1:1 Tutoring Dough Disco, Sensory Circuits, Makaton, Visual prompts, Basic Number Skills.					