

# Reception Long Term Plan 2025-2026

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening, Attention and Understanding (ELG 01)		Listen carefully to short stories and instructions.	Use new vocabulary through the day	Use new vocabulary through the day  Encourage oral rehearsal	Explain thinking and opinions verbally.	Retell familiar stories orally.	Independent oral story creation.
	Extend sentence length		Oral composition: creating simple narratives with clear beginning/middle/end.					
	Speaking (ELG 02)		Introduce key vocabulary through storybooks.	Expand descriptive language.	Drama, role-play, hot seating characters.	Oral story mapping and retelling with expression.	Vocabulary enrichment – precise, topic-related words.	Explain events in detail, sequencing clearly.
		Early narrative skills: retell parts of a story orally.	Ask and answer “how” and “why” questions.	Vocabulary building linked to Pathways texts.				
				Build confidence to speak in front of class.		Oral rehearsal of descriptive sentences.	Oral composition: planning stories aloud before writing.	Reflect, express opinions, and debate in simple forms.
P S E D	Self regulation (ELG 03)	PSHE (Kapow)	PSED is taught through day to day interactions during both child and adult led activities, ability to follow rules and expectations set in school, response to circle time, mindfulness,, yoga, using the toilet, changing their shoes and putting on their coat as well as the planned PSED lessons below					
	Managing self (ELG 04)							
	Building Relationships (ELG 05)		Self Regulation Listening and following instructions		Building Relationships My family and friends		Managing Self My wellbeing	
P D	Gross Motor Skills (ELG 06)	PE (Get set for PE)	Introduction to PE Unit 2 Rules, moving safely	Fundamentals Unit 2 Balance, agility, coordination	Ball Skills Unit 2 Throwing, catching, rolling	Games Unit 2 Teamwork, rules, cooperation	Dance Unit 2 Patterns, movement, expression	Gymnastics Unit 2 Travelling, shapes, sequences

L I T	Fine Motor Skills ((ELG 07)		<p><b>Dough Disco/ range of fine motor activities</b></p> <p>Strengthen muscles in fingers, hands and wrists</p> <p>Finger isolation and control</p>	<p><b>Pen Disco (for precision)/Squiggle while you wiggle (for gross motor strength)</b></p> <p>Improve strength and control (grip pressure and precision)</p> <p>Build confidence in producing lines, curves, shapes and patterns that underpin letter formation</p> <p>Control size and direction of marks</p>	<p><b>Finger gym and mark making</b></p> <p>Strength and stamina- continue to strengthen hand, finger and wrist muscles to support longer periods of writing</p> <p>Control and dexterity – greater precision in movements such as pinching, twisting, threading, and picking up small objects.</p> <p>Consolidating an efficient tripod grip.</p> <p>improved ability to guide hands and fingers accurately in tasks like tracing, cutting, or building.</p>	<p><b>Fine motor challenges linked to writing</b></p> <p>Build on controlling finger movements to hold and move a pencil with ease</p> <p>Fine motor challenges to strengthen small hand muscles to sustain writing without tiring</p> <p>Control and precision – improving small, controlled movements</p>	<p><b>Pencil warm- ups developing grip and control</b></p> <p>Continue to prepare the hands and fingers to write with control, stamina, and confidence. Ensuring physically ready for greater fluency</p> <p>Readiness and focus – signal the brain and body that it is ‘writing time’</p>	<p><b>Independent fine motor and handwriting tasks</b></p> <p>Build endurance in hand muscles</p> <p>Maintain and deepen for the longer pieces of writing needed in Year 1</p> <p>Build fluency and automaticity freeing up attention for composition</p> <p>Refinement of control and precision – consistent sizing and legibility</p> <p>Reducing cognitive load when writing in order to spend more time on other areas such as word writing</p>
	<p><b>Comprehension (ELG 08)</b></p> <p><b>Word Reading (ELG 09)</b></p>	Reading (Read Write Inc)	<p><b>Read Write Inc. Daily Phonics and Reading</b></p> <p>Expected progress set 1 speed sounds</p> <p>Moving onto blending boards after first 10 sounds</p> <p>Whole Class Daily Sessions moving into 4 groups after week 4</p> <p><b>Wider Reading</b></p> <p>The Colour Monster, Owl Babies, Paper Dolls, The growing story, Peace at Last, The Squirrels Who Squabbled, Pumpkin Soup, Super Duper You</p>	<p><b>Read Write Inc. Daily Phonics and Reading</b></p> <p>Expected Progress: 25–30 Sounds, Set 1C Group</p> <p>Focus: Orally Segmenting and Blending CVC words 1.1–1.2</p> <p>Dictation</p> <p>Fred fingers</p> <p><b>Wider Reading</b></p> <p>Zim Zam Zoom, The Christmas Story, Papa Penguin, Percy Park Keeper – One Snowy Night, We’re going on an Elf Hunt, The Christmas Show, You’re so Amazing</p>	<p><b>Read Write Inc. Daily Phonics and Reading</b></p> <p>Expected Progress: 25–30 Sounds, Ditty Group</p> <p>Focus: Segmenting and Blending CVC words 1.3–1.4</p> <p>Dictation</p> <p>Fred Fingers</p> <p><b>Wider Reading –</b></p> <p>Supertato, The Almost Impossible Thing, Izzy Gizmo and Zog</p>	<p><b>Read Write Inc. Daily Phonics and Reading</b></p> <p>Expected Progress: 31–34 Sounds, Red Group</p> <p>Focus: Segmenting and Blending 4 sound words1.4–1.5</p> <p>Dictation</p> <p>Fred Fingers</p> <p><b>Wider Reading</b></p> <p><b>Tad</b></p> <p><b>Growing</b></p> <p><b>The Very Hungry Caterpillar</b></p> <p><b>Jasper’S Beanstalk</b></p> <p><b>Tad</b></p> <p><b>The Extraordinary Gardner</b></p> <p><b>Superworm</b></p> <p><b>The Bad Tempered Ladybird</b></p> <p><b>Meet the Weather</b></p> <p><b>My Green Day</b></p>	<p><b>Read Write Inc. Daily Phonics and Reading</b></p> <p>Expected Progress: 35–40 Sounds, Green Group</p> <p>Focus: Segmenting and Blending 5 sound words1.6–1.7</p> <p>Dictation</p> <p>Fred Fingers</p> <p><b>Wider Reading –</b></p>	<p><b>Read Write Inc. Daily Phonics and Reading</b></p> <p>Expected Progress: 41–46 Sounds, Green Group</p> <p>Focus: Segmenting and Blending 5 sound words 1.6–1.7</p> <p>Dictation</p> <p>Fred Fingers</p> <p><b>Wider Reading –</b></p> <p><b>How to catch a star</b></p> <p><b>The full stop that got away</b></p> <p><b>The Giant Jam Sandwich</b></p> <p><b>Martha Maps it Out</b></p>
	Writing (ELG 10)	Writing	<p><b>Foundations of Fine Motor &amp; Mark Making</b></p> <p><b>Pencil Control</b></p> <p>Pencil grip and control through warm-ups and pattern drawing.</p> <p><b>Focus:</b> Developing physical readiness and interest in writing.</p> <p><b>Communication and Language: outline obj.</b></p>	<p>NELI</p> <p>Oracy: oral composition using images- ready for writing</p> <p><b>Communication and Language: outline obj.</b></p>	<p><b>Writing Words</b></p> <p>Write CVC words using segmenting skills and picture prompts.</p> <p><b>Disciplinary:</b></p> <p>Spring A: to orally compose CVC words and begin to transcribe</p> <p>Spring B: to orally compose CVC words and transcribe</p>	<p><b>Labels &amp; Captions</b></p> <p>Extend to meaningful captions, labels with sentence starters and phonics support; begin to use finger spaces.</p> <p><b>Disciplinary:</b></p> <p>RWI: Red- spelling dictation</p>	<p><b>Writing with Structure</b></p> <p>Begin to write short sentences that can be read by others with adult support and scaffolding; begin to use finger spaces with increasing independence.</p> <p>Teacher to model capital letters and full stops – no requirement for children to apply this</p> <p><b>Disciplinary: orally retell the story; write a shortened version of the story</b></p> <p>RWI: Red/ Green- spelling dictation</p>	<p><b>Writing with Independence and Structure</b></p> <p>Write short sentences to match their phonological knowledge within increasing independence; begin to use capital letters and full stops with support.</p> <p><b>Disciplinary: reread what has been written in order to make sure it makes sense</b></p> <p>RWI: Green- spelling dictation</p>

		Handwriting	<p>Continue to develop physical readiness and interest in writing</p> <p>correct seated position, hand strength and dexterity exercises, pre writing exercises, correct pencil grasp and finger strength</p> <p>Baseline for external children</p> <p>Pre writing patterns Circles and spirals Lines and diagonals Zigzags and jellies Loopies and waves</p>	<p>Forming Letters Forming letters using letter families Long Ladder Curly Caterpillar One-armed Robots Zig Zag</p>	<p>Forming Letters Forming letters using letter families Long Ladder Curly Caterpillar One-armed Robots Zig Zag</p> <p>Expectation that letters are to be sat on the line and beginning to use ascenders and decenders</p>	<p>Forming letters introduce capital letters consolidate previous learning of letter families (lower case)</p> <p>Expectation that letters are to be sat on the line and beginning to use ascenders and decenders</p>	<p>Continue with capital letters and letter families with more of a focus on letter sizing and placement</p>	<p>Children write recognisable letters, most correctly formed; letters sit on the line with awareness of size and placement</p>
MAT	Number (ELG 11) Numerical Patterns (ELG 12)	Maths <i>(Master the Curriculum)</i>	<p>Getting to know you Match sort and compare Measure and patterns</p>	<p>It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and Capacity Growing 6,7 and 8 Length, height and time</p>	<p>Length, height and time Building 9 and 10 Explore 3d shapes</p>	<p>Explore 3d shapes - cubes, cuboids, cylinders, pyramids, cones and spheres To 20 and beyond How many now? Manipulate, compose and decompose</p>	<p>Sharing and grouping Visualise, build and map Make connections</p>
UTW	Past and Present (ELG 13)  People, Culture and Communities (ELG 14)  The Natural World (ELG 15)	Science <i>(United Curriculum)</i>				<p>Understand seasonal change Use senses to explore nature Observe and describe what they see in the natural world around them Develop scientific vocabulary when exploring their natural world Explore living and growing things Understand cause and effect in nature</p>	<p>Observe and investigate changes Explore different materials and their properties Forces and motion Investigate change over time Ask questions and solve problems Use tools and technology Have an environmental awareness</p>	
		History <i>(United Curriculum)</i>	<p><b>My History</b></p> <p>Talk about members of immediate family and community.</p> <p>Talk about themselves in the past when they were younger and make sense of their own family history.</p> <p>Know, name and describe people who are familiar to them</p> <p>Recount changes that have occurred in their own lives.</p> <p>Talk about the lives of people around them and their roles in society both in the present and past.</p> <p>Develop an awareness of the past and passing of time (me then and now)</p>	<p><b>Christmas past and present</b></p> <p>Comment on images of familiar situations in the past.</p> <p>Through a range of images, stories and toys, compare the similarities and differences between Christmas for them and for their parents/grandparents</p> <p>Past vs Present</p> <p>Have an understanding of some of the changes over time</p> <p>Compare familiar experiences with experiences of people in the past</p>	<p><b>The History of people who help us</b></p> <p>Compare how helping jobs have changed over time - eg firefighter</p> <p>To help children talk about people who help us now and in the past, and understand that things change over time through stories and discussion.</p> <p>Explore a real life historical hero - eg Florence Nightingale</p>			

		Geography <i>(United Curriculum)</i>			<p><b>Important figures in my local community</b></p> <p>Explore the lives of ‘people who help us’ eg postal worker, doctor, teacher and dentist Explore a heroic figure from recent history/ local community and tell their story Understand the roles of People Who Help Us Recognise Community and Responsibility Explore Real Heroic Figures (Recent History / Local Community) Identify familiar people who help us in our daily lives</p>			<p><b>Understanding my local environment</b></p> <p>Understand the immediate environment (home, school, local area).</p> <p>Recognise key landmarks and features in community</p> <p>Draw and use simple maps to represent familiar places.</p> <p>Use positional language (next to, near, far, behind) to describe location</p> <p>Understand the role of local facilities (shops, parks, libraries)</p> <p>Recognise similarities and differences between life in this country and life in other countries</p> <p>Locate Kenya on a map, draw attention to the weather, animals and fruit through the story of Handa’s surprise.</p> <p>Show photographs of other places in Kenya that are different to Handa’s village (eg Nairobi) to preempt misconceptions about Kenya or ‘Africa’</p>
		RE <i>(Kapow)</i>	<p><b>What makes us special</b></p> <p>Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special.</p>	<p><b>Special times</b></p> <p>Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.</p>	<p><b>Why are some places special?</b></p> <p>Investigating what makes places special and significant to different people.</p>	<p><b>What makes the world special?</b></p> <p>Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.</p>	<p><b>Why are some things special?</b></p> <p>Exploring special things, children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others.</p>	<p><b>Why are some stories special?</b></p> <p>Discussing favourite stories and exploring why some stories are special to other people.</p>
		Computing <i>(Kapow)</i>	<p><b>Computing systems and network Using a Computer</b></p> <p>Keyboards, logging in and out, mouse control, clocking and dragging</p>		<p><b>Online Safety Week</b></p>	<p><b>Programming 1</b></p> <p>All about Instructions Following instructions, giving simple instructions, dressing up instructions, debugging instructions, predictions</p>	<p><b>Computing Systems and Networks Exploring Hardware</b></p> <p>Exploring hardware tinker tray, real world tinker tray, pictures of play, picture walk, class photo album</p>	<p><b>Data handling Introduction to Data</b></p> <p>Loose parts play, sorting ourselves, yes or no, creating a branching database, exploring pictograms</p>

E A D	Creating with materials (ELG 16)  Being Imaginative and Expressive (ELG 17)	Art (Access Art)	<p><b>Drawing</b> <b>How can we explore materials and marks?</b></p> <p>Experiment with making marks using different media (crayons, pencil, chalks, charcoal) and explore how materials differ Explore colour, line, circles and shapes to represent ideas (forward, backward and continuous lines)</p>	<p><b>Print/paint</b> <b>How can we use our bodies to make art?</b></p> <p>Explore simple prints using body parts (handprints, finger dots)</p> <p>Explore colour mixing (primary colours, adding white for tints) Use large brushes to make marks and fill spaces Design own patterns using string</p>	<p><b>Drawing</b> <b>What can we see?</b></p> <p>Collecting, arranging and drawing Observational drawings Still life compositions Explore tone or texture (zig-zags, dots, cross hatching) Mark make to music Experiment with scale</p>	<p><b>Collage</b></p> <p>How can we explore materials and marks?</p> <p>Tear cut and stick large shapes from paper, magazines or fabric Explore textures (smooth, rough,shiny, soft) Arrange and combine smaller pieces with more intent (faces, landscapes, animals) Select materials for effect (choosing shiny paper for stars, rough fabric for bark) Begin to layer materials for depth</p>		<p><b>Print/paint</b> <b>How can we explore colour?</b></p> <p>Create repeated patterns with stamps or blocks Experiment with layering colours or shapes Begin to notice how prints can make designs (wrapping paper,boarders) Use smaller brushes/tools for detail Experiment with different techniques(sponging, flicking, dragging). Mix and apply colours thoughtfully (green for grass, different shades for sky)</p>	<p><b>3d</b> <b>How can we explore 3D materials? How can we build worlds?</b></p> <p>Explore modelling materials Cut with scissors Begin to join pieces (glue, tape, split pins, slots)</p> <p>Combine materials to build with purpose (a house, a rocket and animal) arranging and rearranging Add details, shape, textures and surface decoration (paint, collage, mark making)</p>	
		DT (Kapow)	Structures ; Junk modelling			Textiles: Bookmarks			Structures: Boats	
		Music (Kapow)	Exploring Sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamics when playing instruments, identify sounds in the environment and differentiate between them.			Music and Movement Children create simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.		Musical stories A unit based on traditional children’s tales and songs. Moving to music, changing to match the tempo, pitch or dynamics. Playing an instrument as part of a group story.		Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.