

# Reception Long Term Plan 2025-2026

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening, Attention and Understanding (ELG 01)		Respond to name and simple instructions Listen carefully to stories Show interest in books and join in repeated refrains Use simple sentences to express needs Begins to describe familiar events Learn and repeat new NELI vocabulary with modelling Join in with rhymes and identify rhythm patterns Use one word social phrases (hi, bye)	Follow 1–2 step instructions Combine ideas into longer sentences Use NELI vocabulary in structured activities Join in with familiar stories Begin using conjunctions (and) Give relevant responses to simple questions Identify rhyme and initial sounds Retell short stories in sequence	Consistently follow 2 step instructions Uses connectives (and, then) to lengthen sentences Apply taught vocabulary in play Orally retell part of a familiar story Ask questions to find out more Listen and respond with increasing accuracy Use social phrases purposefully eg Hi Miss, my turn Listen to a range of non fiction texts	Sustain attention during whole-class inputs Follow more complex instructions Retell stories with some sequencing Use more precise taught vocabulary Create simple narratives with clear sequence, with support Experiment with more complex conjunctions (because, then) Talk about what they have learnt from non fiction texts	Listen attentively and recall information Answer “how/why” questions Speak confidently in full sentences Create simple narratives in play Use descriptive language increasingly Retell stories using story language Participate in group discussions taking turns with support Ask questions to check understanding Use a range of social phrases independently	Consistently follows multi-step instructions Use language to clarify understanding Contribute appropriately in group talk Retell stories in more detail focusing on beginning, middle and end Use new learnt vocabulary independently Demonstrates consistent active listening
	Speaking (ELG 02)							
PSED	Self regulation (ELG 03)	PSHE (Kapow)	PSED is also woven 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			
PD	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
	Fine Motor Skills ((ELG 07)		Dough Disco/ range of fine motor activities  Strengthen muscles in fingers, hands and wrists Finger isolation and control	Pen Disco (for precision)/Squiggle while you wiggle (for gross motor strength)  Improve strength and control (grip pressure and precision)  Build confidence in producing lines, curves, shapes and patterns that underpin letter formation Control size and direction of marks	Finger gym and mark making  Strength and stamina– continue to strengthen hand, finger and wrist muscles to support longer periods of writing  Control and dexterity – greater precision in movements such as pinching, twisting, threading, and picking up small objects.  Consolidating an efficient tripod grip.  improved ability to guide hands and fingers accurately in tasks like tracing, cutting, or building.	Fine motor challenges linked to writing  Build on controlling finger movements to hold and move a pencil with ease  Fine motor challenges to strengthen small hand muscles to sustain writing without tiring  Control and precision – improving small, controlled movements	Pencil warm- ups developing grip and control  Continue to prepare the hands and fingers to write with control, stamina, and confidence. Ensuring physically ready for greater fluency  Readiness and focus – signal the brain and body that it is ‘writing time’	Independent fine motor and handwriting tasks  Build endurance in hand muscles  Maintain and deepen for the longer pieces of writing needed in Year 1  Build fluency and automaticity freeing up attention for composition  Refinement of control and precision – consistent sizing and legibility  Reducing cognitive load when writing in order to spend more time on other areas such as word writing

L I T	<div>Comprehension (ELG 08)</div> <div>Word Reading (ELG 09)</div>	Reading <i>(Read Write Inc)</i>	<div>Read Write Inc. Daily Phonics and Reading</div> <div>Expected progress set 1 speed sounds (first 10 sounds)</div> <div>Moving onto blending boards after first 10 sounds</div> <div>Whole Class Daily Sessions moving into 4 groups after week 4</div> <div>Wider Reading</div> <div>The Colour Monster, Owl Babies, Paper Dolls, The Growing story, Peace at Last, The Squirrels Who Squabbled, Pumpkin Soup, Super Duper You, You're so amazing</div>	<div>Read Write Inc. Daily Phonics and Reading</div> <div>Expected Progress: 25–30 Sounds, Set 1C Group</div> <div>Focus: Orally Segmenting and Blending CVC words 1.1–1.2</div> <div>Dictation</div> <div>Fred fingers</div> <div>Wider Reading</div> <div>Zim Zam Zoom, The Christmas Story, Papa Penguin, Percy Park Keeper – One Snowy Night, We're going on an Elf Hunt, The Christmas Show, Stick Man,L Lucy and Tom At Christmas</div>	<div>Read Write Inc. Daily Phonics and Reading</div> <div>Expected Progress: 25–30 Sounds, Ditty Group</div> <div>Focus: Segmenting and Blending CVC words 1.3–1.4</div> <div>Dictation</div> <div>Fred Fingers</div> <div>Wider Reading –</div> <div>Supertato, The Almost Impossible Thing, Izzy Gizmo, All Through the Night, People Who Help Us, Topsy and Tim Go to the Doctor and Zog</div>	<div>Read Write Inc. Daily Phonics and Reading</div> <div>Expected Progress: 31–34 Sounds, Red Group</div> <div>Focus: Segmenting and Blending 4 sound words1.4–1.5</div> <div>Dictation</div> <div>Fred Fingers</div> <div>Red words</div> <div>Wider Reading</div> <div>Tad</div> <div>Growing</div> <div>The Very Hungry Caterpillar</div> <div>Jasper's Beanstalk</div> <div>Tad</div> <div>The Extraordinary Gardner</div> <div>Superworm</div> <div>The Bad Tempered Ladybird</div> <div>Meet the Weather</div> <div>My Green Day</div>	<div>Read Write Inc. Daily Phonics and Reading</div> <div>Expected Progress: 35–40 Sounds, Green Group</div> <div>Focus: Segmenting and Blending 5 sound words1.6–1.7</div> <div>Dictation</div> <div>Fred Fingers</div> <div>Red words</div> <div>Wider Reading –</div> <div>How to catch a star</div> <div>The full stop that got away</div> <div>The Giant Jam Sandwich</div> <div>Martha Maps it Out</div>		
	Writing (ELG 10)		Writing	<div>Foundations of Fine Motor &amp; Mark Making</div> <div>Pencil Control</div> <div>Pencil grip and control through warm-ups and pattern drawing.</div> <div>Focus: Developing physical readiness and interest in writing.</div> <div>Communication and Language: outline obj.</div>	<div>NELI</div> <div>Oracy: oral composition using images- ready for writing</div> <div>Communication and Language: outline obj.</div>	<div>Writing Words</div> <div>Write CVC words using segmenting skills and picture prompts.</div> <div>Disciplinary:</div> <div>Spring A: to orally compose CVC words and begin to transcribe</div> <div>Spring B: to orally compose CVC words and transcribe</div>	<div>Labels &amp; Captions</div> <div>Extend to meaningful captions, labels with sentence starters and phonics support; begin to use finger spaces.</div> <div>Disciplinary:</div> <div>RWI: Red- spelling dictation</div>	<div>Writing with Structure</div> <div>Begin to write short sentences that can be read by others with adult support and scaffolding; begin to use finger spaces with increasing independence.</div> <div>Teacher to model capital letters and full stops – no requirement for children to apply this</div> <div>Disciplinary: orally retell the story; write a shortened version of the story</div> <div>RWI: Red/ Green- spelling dictation</div>	<div>Writing with Independence and Structure</div> <div>Write short sentences to match their phonological knowledge within increasing independence; begin to use capital letters and full stops with support.</div> <div>Disciplinary: reread what has been written in order to make sure it makes sense</div> <div>RWI: Green- spelling dictation</div>
				Handwriting	<div>Continue to develop physical readiness and interest in writing</div> <div>correct seated position, hand strength and dexterity exercises, pre writing exercises, correct pencil grasp and finger strength</div> <div>Baseline for external children</div> <div>Pre writing patterns</div> <div>Circles and spirals</div> <div>Lines and diagonals</div> <div>Zigzags and jellies</div> <div>Loopies and waves</div>	<div>Forming Letters</div> <div>Forming letters using letter families</div> <div>Long Ladder</div> <div>Curly Caterpillar</div> <div>One-armed Robots</div> <div>Zig Zag</div> <div>Expectation that letters are to be sat on the line and beginning to use ascenders and decenders</div> <div>Form numbers 0–9 no expectation for numbers to be on the line/in a square</div>	<div>Forming letters</div> <div>introduce capital letters</div> <div>consolidate previous learning of letter families (lower case)</div> <div>Expectation that letters are to be sat on the line and beginning to use ascenders and decenders</div> <div>Forming numbers 0–9 with numbers in squares</div>	<div>Continue with capital letters and letter families with more of a focus on letter sizing and placement</div> <div>Children write recognisable letters, most correctly formed; letters sit on the line with awareness of size and placement</div>	
M A T	<div>Number (ELG 11)</div> <div>Numerical Patterns (ELG 12)</div>	<div>Maths</div> <div>(Master the Curriculum)</div>	<div>Getting to know you</div> <div>Match sort and compare</div> <div>Measure and patterns (1)</div>		<div>Measure and Patterns (2)</div> <div>It's me 1,2,3</div> <div>Circles and triangles</div> <div>1,2,3,4,5</div> <div>Shapes with 4 sides</div>	<div>Alive in 5</div> <div>Mass and Capacity</div> <div>Growing 6,7 and 8</div> <div>Length, height and time</div>	<div>Length, height and time</div> <div>Building 9 and 10</div> <div>Explore 3d shapes</div>	<div>Explore 3d shapes – cubes, cuboids, cylinders, pyramids, cones and spheres</div> <div>To 20 and beyond</div> <div>How many now?</div> <div>Manipulate, compose and decompose</div>	<div>Sharing and grouping</div> <div>Visualise, build and map</div> <div>Make connections</div>

U T W	Past and Present (ELG 13)  People, Culture and Communities (ELG 14)  The Natural World (ELG 15)	Science (United Curriculum)				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	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	
		History (United Curriculum)	<b>My History</b>  Talk about members of immediate family and community.  Talk about themselves in the past when they were younger and make sense of their own family history.  Know, name and describe people who are familiar to them  Recount changes that have occurred in their own lives.  Develop an awareness of the past and passing of time (me then and now)	<b>Christmas Past and Present</b>  Comment on images of familiar situations in the past.  Through a range of images, stories and toys, compare the similarities and differences between Christmas for them and for their parents/grandparents  Past vs Present  Have an understanding of some of the changes over time  Compare familiar experiences with experiences of people in the past	<b>The History of People Who Help Us</b>  Compare how helping jobs have changed over time – eg firefighter  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.  Explore a real life historical hero – eg Florence Nightingale			
		Geography (United Curriculum)			<b>Important figures in my local community</b>  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			<b>Understanding my local environment</b>  Understand the immediate environment (home, school, local area). Recognise key landmarks and features in community Draw and use simple maps to represent familiar places. Use positional language (next to, near, far, behind) to describe location Understand the role of local facilities (shops, parks, libraries) Recognise similarities and differences between life in this country and life in other countries Locate Kenya on a map, draw attention to the weather, animals and fruit through the story of Handa’s surprise. Show photographs of other places in Kenya that are different to Handa’s village (eg Nairobi) to preempt misconceptions about Kenya or ‘Africa’

		<div>RE <i>(Kapow)</i></div>	<div>Unit 1 Time to celebrate Children will learn that people have different beliefs and ideas .(taught throughout the year) lesson 1 Harvest Christianity</div>	<div>Unit 1 Time to celebrate Children will learn that people have different beliefs and ideas .(taught throughout the year) lesson 2 Hanukkah Christmas Judaism Christianity</div>	<div>Unit 1 Time to celebrate lesson 3 Holi lesson 5 Ramadan Hindu Islam Unit 2 What makes us special? Children will learn about different buildings and places of worship and their importance to people. lessons 1 and 2 Christian, Muslim</div>	<div>Unit 1 Time to celebrate lesson 4 Shrove Tuesday/Easter Christianity Unit 2 What makes us special? Children will learn why the world can be special to both themselves and others. lessons 3,4,5 Christianity</div>	<div>Why are some stories special? Lesson 5 (prep for next lesson) Hindu Unit 3 Why are some places special? Children explore the meaning and value of different artefacts. lesson 1 and 2 Christianity Islam</div>	<div>Unit 1 Time to celebrate lesson 6 Ganesha Chaturthi Hindu Unit 3 Why are some places special? Children will explore what they can learn about different people’s beliefs. lesson 3,4,5 Christianity islam</div>	
		<div>Computin g <i>(Kapow)</i></div>	<div>Computing systems and network Using a Computer Keyboards, logging in and out, mouse control, clocking and dragging</div>			<div>Online Safety Week</div>	<div>Programming 1 All about Instructions Following instructions, giving simple instructions, dressing up instructions, debugging instructions, predictions</div>	<div>Computing Systems and Networks Exploring Hardware Exploring hardware tinker tray, real world tinker tray, pictures of play, picture walk, class photo album</div>	<div>Data handling Introduction to Data Loose parts play, sorting ourselves, yes or no, creating a branching database, exploring pictograms</div>
E A D	<div>Creating with materials (ELG 16)  Being Imaginative and Expressive (ELG 17)</div>	<div>Art (Access Art)</div>	<div>Drawing How can we explore materials and marks?  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)</div>	<div>Print/paint How can we use our bodies to make art?  Explore simple prints using body parts (handprints, finger dots)  Explore colour mixing (primary colours, adding white for tints) Use large brushes to make marks and fill spaces Design own patterns using string</div>	<div>Drawing What can we see?  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</div>	<div>Collage How can we explore materials and marks?  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</div>		<div>Print/paint How can we explore colour?  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)</div>	<div>3d How can we explore 3D materials? How can we build worlds?  Explore modelling materials Cut with scissors Begin to join pieces (glue, tape, split pins, slots) 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)</div>
		<div>DT <i>(Kapow)</i></div>	<div>Structures ; Junk modelling</div>			<div>Textiles: Bookmarks</div>		<div>Structures: Boats</div>	
		<div>Music <i>(Kapow)</i></div>	<div>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.</div>			<div>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.</div>	<div>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.</div>	<div>Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</div>	<div>Big Band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</div>