

Reception Long Term Plan 2025-2026

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
ELGs	Listening, Attention and Understanding (ELG 01)	<p>Respond to name and simple instructions</p> <p>Listen carefully to stories</p> <p>Show interest in books and join in repeated refrains</p> <p>Use simple sentences to express needs</p> <p>Begins to describe familiar events</p> <p>Learn and repeat new NELI vocabulary with modelling</p> <p>Join in with rhymes and identify rhythm patterns</p> <p>Use one word social phrases (hi, bye)</p>	<p>Follow 1-2 step instructions</p> <p>Combine ideas into longer sentences</p> <p>Use NELI vocabulary in structured activities</p> <p>Join in with familiar stories</p> <p>Begin using conjunctions (and)</p> <p>Give relevant responses to simple questions</p> <p>Identify rhyme and initial sounds</p> <p>Retell short stories in sequence</p>	<p>Consistently follow 2 step instructions</p> <p>Uses connectives (and, then) to lengthen sentences</p> <p>Apply taught vocabulary in play</p> <p>Orally retell part of a familiar story</p> <p>Ask questions to find out more</p> <p>Listen and respond with increasing accuracy</p> <p>Use social phrases purposefully eg Hi Miss, my turn</p> <p>Listen to a range of non fiction texts</p>	<p>Sustain attention during whole-class inputs</p> <p>Follow more complex instructions</p> <p>Retell stories with some sequencing</p> <p>Use more precise taught vocabulary</p> <p>Create simple narratives with clear sequence, with support</p> <p>Experiment with more complex conjunctions (because, then)</p> <p>Talk about what they have learnt from non fiction texts</p>	<p>Listen attentively and recall information</p> <p>Answer "how/why" questions</p> <p>Speak confidently in full sentences</p> <p>Create simple narratives in play</p> <p>Use descriptive language increasingly</p> <p>Retell stories using story language</p> <p>Participate in group discussions taking turns with support</p> <p>Ask questions to check understanding</p> <p>Use a range of social phrases independently</p>	<p>Consistently follows multi-step instructions</p> <p>Use language to clarify understanding</p> <p>Contribute appropriately in group talk</p> <p>Retell stories in more detail focusing on beginning, middle and end</p> <p>Use new learnt vocabulary independently</p> <p>Demonstrates consistent active listening</p>	
	Speaking (ELG 02)							
PSED	Self regulation (ELG 03)	PSHE (Kapow)	<p>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.</p>					
	Managing self (ELG 04)		Self Regulation Listening and following instructions		Building Relationships My family and friends			
	Building Relationships (ELG 05)				Managing Self My wellbeing			
PE	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	Fine motor challenges linked to writing Build on controlling finger movements to hold and move a pencil with ease	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	Independent fine motor and handwriting tasks Build endurance in hand muscles	
PD	Fine Motor Skills (ELG 07)							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	Comprehension (ELG 08) Word Reading (ELG 09)	Reading (Read Write Inc)	Read Write Inc. Daily Phonics and Reading Expected progress set 1 speed sounds (first 10 sounds) Moving onto blending boards after first 10 sounds Whole Class Daily Sessions moving into 4 groups after week 4 Wider Reading 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	Read Write Inc. Daily Phonics and Reading Expected Progress: 25-30 Sounds, Set 1C Group Focus: Orally Segmenting and Blending CVC words 1.1-1.2 Dictation Fred fingers Wider Reading 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, Lucy and Tom At Christmas	Read Write Inc. Daily Phonics and Reading Expected Progress: 25-30 Sounds, Ditty Group Focus: Segmenting and Blending CVC words 1.3-1.4 Dictation Fred Fingers Wider Reading - Supertato, The Almost Impossible Thing, Izzy Gizmo, All Through the Night, People Who Help Us, Topsy and Tim Go to the Doctor and Zog	Read Write Inc. Daily Phonics and Reading Expected Progress: 31-34 Sounds, Red Group Focus: Segmenting and Blending 4 sound words 1.4-1.5 Dictation Fred Fingers Red words Wider Reading Tad Growing The Very Hungry Caterpillar Jasper's Beanstalk Tad The Extraordinary Gardner Superworm The Bad Tempered Ladybird Meet the Weather My Green Day	Read Write Inc. Daily Phonics and Reading Expected Progress: 35-40 Sounds, Green Group Focus: Segmenting and Blending 5 sound words 1.6-1.7 Dictation Fred Fingers Red words Wider Reading -	Read Write Inc. Daily Phonics and Reading Expected Progress: 41-46 Sounds, Green Group Focus: Segmenting and Blending 5 sound words 1.6-1.7 Dictation Fred Fingers Red words Wider Reading - How to catch a star The full stop that got away The Giant Jam Sandwich Martha Maps it Out
	Writing (ELG 10)	Writing	Foundations of Fine Motor & Mark Making Pencil Control Pencil grip and control through warm-ups and pattern drawing. Focus: Developing physical readiness and interest in writing. Communication and Language: outline obj.	NELI Oracy: oral composition using images- ready for writing Communication and Language: outline obj.	Writing Words Write CVC words using segmenting skills and picture prompts. Disciplinary: Spring A: to orally compose CVC words and begin to transcribe Spring B: to orally compose CVC words and transcribe	Labels & Captions Extend to meaningful captions, labels with sentence starters and phonics support; begin to use finger spaces. Disciplinary: RWI: Red- spelling dictation	Writing with Structure Begin to write short sentences that can be read by others with adult support and scaffolding; begin to use finger spaces with increasing independence. Teacher to model capital letters and full stops - no requirement for children to apply this Disciplinary: orally retell the story; write a shortened version of the story RWI: Red/ Green- spelling dictation	Writing with Independence and Structure Write short sentences to match their phonological knowledge within increasing independence; begin to use capital letters and full stops with support. Disciplinary: reread what has been written in order to make sure it makes sense RWI: Green- spelling dictation
M A T	Number (ELG 11) Numerical Patterns (ELG 12)	Maths (Master the Curriculum)	Continue to develop physical readiness and interest in writing correct seated position, hand strength and dexterity exercises, pre writing exercises, correct pencil grasp and finger strength Baseline for external children Pre writing patterns Circles and spirals Lines and diagonals Zigzags and jellies Loopies and waves	Forming Letters Forming letters using letter families Long Ladder Curly Caterpillar One-armed Robots Zig Zag Forming Letters Forming letters using letter families Long Ladder Curly Caterpillar One-armed Robots Zig Zag	Forming Letters Forming letters using letter families Long Ladder Curly Caterpillar One-armed Robots Zig Zag Expectation that letters are to be sat on the line and beginning to use ascenders and decenders Form numbers 0-9 no expectation for numbers to be on the line/in a square	Forming letters introduce capital letters consolidate previous learning of letter families (lower case) Expectation that letters are to be sat on the line and beginning to use ascenders and decenders Forming numbers 0-9 with numbers in squares	Continue with capital letters and letter families with more of a focus on letter sizing and placement	Children write recognisable letters, most correctly formed; letters sit on the line with awareness of size and placement
	Sharing and grouping Visualise, build and map Make connections		Getting to know you Match sort and compare Measure and patterns (1)	Measure and Patterns (2) It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7 and 8 Length, height and time	Length, height and time Building 9 and 10 Explore 3d shapes	Explore 3d shapes - cubes, cuboids, cylinders, pyramids, cones and spheres To 20 and beyond How many now? Manipulate, compose and decompose	

U T W	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	
		My History 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)	Christmas Past and Present 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	The History of People Who Help Us 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		
	Past and Present (ELG 13) People, Culture and Communities (ELG 14)					
	The Natural World (ELG 15)	Geography (United Curriculum)		Important figures in my local community 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		Understanding my local environment 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'

		RE (Kapow)	Unit 1 Time to celebrate Children will learn that people have different beliefs and ideas .(taught throughout the year) lesson 1 Harvest Christianity	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	Unit 1 Time to celebrate lesson 3 Holi lesson 5 Ramadan Hindu Islam	Unit 1 Time to celebrate lesson 4 Shrove Tuesday/Easter Christianity	Why are some stories special? Lesson 5 (prep for next lesson) Hindu	Unit 1 Time to celebrate lesson 6 Ganesh Chaturthi Hindu
		Computing (Kapow)	Computing systems and network Using a Computer Keyboards, logging in and out, mouse control, clocking and dragging		Online Safety Week	Programming 1 All about Instructions Following instructions, giving simple instructions, dressing up instructions, debugging instructions, predictions	Computing Systems and Networks Exploring Hardware Exploring hardware tinker tray, real world tinker tray, pictures of play, picture walk, class photo album	Data handling Introduction to Data Loose parts play, sorting ourselves, yes or no, creating a branching database, exploring pictograms
	E A D	Art (Access Art)	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)	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	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	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	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, borders) 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)	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)
		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.	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.