

Melbourne Infant School - Reception Long Term Plan 2025-2026

	Autumn	Spring	Summer
General themes May be adapted to meet needs/interests of cohort	Our Marvelous World Myself, My feelings, My body, People who help us. Seasonal: Autumn, Harvest, Divali, Bonfire night, Christmas	Once upon a time Traditional Tales, houses and homes/where we live Seasonal: Winter, Spring, Mothers Day, Easter	Our Green Planet Plants, Growing plants, What plants need, Farms, What we grow and eat, Minibeasts, Life cycles. Seasonal: Summer, Fathers Day, Eid
High quality texts	The Colour Monster A Little Bit Brave The Smeds and the Smoos Tiger that came to Tea We are Going on a Leaf Hunt/Oak Tree Little Red Hen (Harvest) Funnybones Rama and Sita Seasons People Who Help us non fiction texts Dear Santa Christmas story	Charlie Crow in the Snow Little Red Riding Hood Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs Mr Wolf's Pancakes Pigs Might Fly Wolves Traditional tales from other countries Footprints in the Snow The Jolly Postman Each Peach Pear Plum	Jack and the Beanstalk The Enormous Turnip Handa's Surprise Oliver's Vegetables* Supertato (LS) Plants non fiction texts What the Ladybird Heard (LS) The Hungry Caterpillar The Bad Tempered Ladybird Superworm Aghh Spider! Minibeast non fiction texts
Wow Moments Enrichment	Trip to fire station Trip to Hero Town Visit from police officer/nurse/dentist Nativity	Traditional tale dress up day-creative/drama visitor	Trip to Adventure Farm

	Autumn	Spring	Summer
Communication and Language <i>Key focus termly objectives (Development Matters)</i>	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Learn rhymes, poems and songs. Engage in non-fiction books. 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail. Learn rhymes, poems and songs.
	ELGs <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		

	Autumn	Spring	Summer
Personal, Social and Emotional Development <i>Key focus termly objectives (Development Matters)</i>	<ul style="list-style-type: none"> • <i>See themselves as a valuable individual.</i> • <i>Express their feelings and consider the feelings of others.</i> • <i>Identify and moderate their own feelings socially and emotionally.</i> • <i>Being able to wait for what they want- turn taking.</i> • <i>Manage their own needs- personal hygiene, dressing.</i> • <i>Show an awareness of rules.</i> • <i>Know and talk about the different factors that support their overall health and wellbeing:</i> <ul style="list-style-type: none"> ○ <i>regular physical activity</i> ○ <i>healthy eating</i> ○ <i>toothbrushing</i> ○ <i>being a safe pedestrians</i> 	<ul style="list-style-type: none"> • <i>Show resilience and perseverance in the face of challenge.</i> • <i>Think about the perspectives of others.</i> • <i>Work and play cooperatively and take turns with others</i> • <i>Manage their own needs- personal hygiene, dressing.</i> • <i>Recognise and follow rules and instructions.</i> • <i>Know and talk about the different factors that support their overall health and wellbeing:</i> <ul style="list-style-type: none"> ○ <i>regular physical activity</i> ○ <i>healthy eating</i> ○ <i>toothbrushing</i> ○ <i>having a good sleep routine</i> 	<ul style="list-style-type: none"> • <i>Build constructive and respectful relationships with adults and peers.</i> • <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> • <i>Set and work towards simple goals.</i> • <i>Show independence, resilience and perseverance in the face of a challenge.</i> • <i>Know and talk about the different factors that support their overall health and wellbeing:</i> <ul style="list-style-type: none"> ○ <i>regular physical activity</i> ○ <i>healthy eating</i> ○ <i>sensible amounts of 'screen time'</i>
	Early Learning Goals <ul style="list-style-type: none"> • <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> • <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> • <i>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i> • <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> • <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> • <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> • <i>Work and play cooperatively and take turns with others.</i> • <i>Form positive attachments to adults and friendships with peers.</i> • <i>Show sensitivity to their own and others' needs.</i> 		

Physical Development

Key focus termly objectives
(Development Matters)

- *Revise and refine the fundamental movement skills they have already acquired:*
- *Rolling - crawling - walking - jumping - running - hopping - skipping - climbing*
- *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.*
- *Develop overall body-strength, balance, co-ordination and agility.*
- *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.*
- *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.*
- *Further develop the skills they need to manage the school day successfully:*
 - *lining up and queuing*
 - *mealtimes*

- *Develop the foundations of a handwriting style which is fast, accurate and efficient.*
- *Progress towards a more fluent style of moving, with developing control and grace.*
- *Combine different movements with ease and fluency.*

- *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.*
- *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.*
- *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.*

ELGs

- *negotiate space and objects safely, with consideration for themselves and others.*
- *Demonstrate strength, balance and coordination when playing.*
- *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.*
- *Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.*
- *Use a range of small tools, including scissors, paintbrushes and cutlery.*
- *Begin to show accuracy and care when drawing.*

	Autumn	Spring	Summer
Literacy Including Phonics <i>Key focus termly objectives (Development Matters)</i>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read a few common exception words matched to the school's phonic programme- Phase 2. • Form lower-case letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them - Phase 3 digraphs and trigraphs. • Read a few common exception words matched to the school's phonic programme- Phase 3. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Form lower-case letters correctly. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme- Phase 4. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense
	Early Learning Goals <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 		

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Mathematics <i>Key focus termly objectives (Development Matters)</i>	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Compare numbers to 3. Explore the 'one more than/one less than' relationship between consecutive numbers "and another one". Link the number symbol (numeral) with its cardinal number value 0-3. Compare length, weight and capacity. Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Compare numbers. Count beyond ten. Automatically recall some number bonds for numbers 0-5 and some to 10. Explore the composition of numbers to 5. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> Automatically recall some number bonds for numbers 0-5 and some to 10.
	Early Learning Goals <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		

	Autumn	Spring	Summer
Understanding the World <i>Key focus termly objectives (Development Matters)</i>	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.
	Early Learning Goals <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		

	Autumn	Spring	Summer
Expressive Arts and Design <i>Key focus termly objectives (Development Matters)</i>	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 	ELGs <ul style="list-style-type: none">
	Early Learning Goals <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		

	Autumn	Spring	Summer
Communication and Language Learning opportunities	Getting to know each other- new class mates/adults in school. Engaging story times, with questions and answers and interpreting text. Engage with fiction/ non fiction texts- whole class and guided reading. Learning and following carpet rules. Role playing- role play area. Nursery rhymes. Nativity- songs/lines.	Engage with fiction/ non fiction texts- whole class and guided reading. Learn a poem. Story map- Talk 4 Writing. Learn to recite a story map. Adapt own story map and retell. Time, length, weight, capacity vocabulary.	Engage with fiction/ non fiction texts- whole class and guided reading. Hot seating.
Personal Social and Emotional Development Learning opportunities	Settling in- new routines, rules. Class Dojo- STAR standards. Feelings- feelings faces, Colour Monster feelings. Being special and who is special to us. Uniqueness and our differences. Special items. Bonfire night/firework safety. Dentist visit- tooth brushing. Road safety lesson- role play crossing road outside on bike track.	Utilise feelings faces within school day to be able to express own or others' feelings. Goldilocks- sleep routine. Hansel and Gretel- sweets- healthy eating, tooth brushing. Goldilocks- good sleep routine. Hansel and Gretel- stranger danger. PE- physical activity	Preparation for year one- transition activities, introduce assemblies, build on focus learning time.

<p>Physical Development</p> <p>Learning opportunities</p>	<p>PE- Routine and settling in games Core Real PE Unit 1 Personal Core Real PE Unit 2 Social</p> <p>Fine motor/Funky fingers- Range of fine motor activities, cutting skills, name writing, pencil grip, lower case letter formation, number formation</p> <p>Free flow outside- at least one hour in am and half an hour pm.</p> <p>Dough disco.</p> <p>Midday supervisors to encourage use of knife and fork.</p> <p>Lining up rules.</p>	<p>PE- Core Real PE Unit 3 Cognitive Core Real PE Unit 4 Creative</p> <p>Fine motor/Funky fingers- Range of fine motor activities, name writing, lower case letter formation, number formation. Increase writing activities.</p> <p>Free flow outside- at least one hour in am and half an hour pm.</p> <p>Dough disco.</p> <p>Midday supervisors to encourage use of knife and fork.</p> <p>Lining up rules.</p>	<p>PE- Core Real PE Unit 5 Physical Core Real PE Unit 6 Fitness Sports day activities- practise.</p> <p>Fine motor/Funky fingers- Range of fine motor activities, name writing, lower and upper case letter formation, number formation. Increase to majority writing activities.</p> <p>Free flow outside- at least one hour in am and half an hour pm.</p> <p>Dough disco.</p> <p>Midday supervisors to encourage use of knife and fork.</p> <p>Lining up rules.</p>
<p>Literacy</p> <p>Learning opportunities</p>	<p>Phonics- Phase 2 and Phase 3 up to consonant digraphs. See Phonics long term plan. Focus on word reading and writing.</p> <p>Focus on key texts- see above. Talk about a story Write significant sounds in a word- initial, final. Write name. Write CVC words using learnt sounds.</p>	<p>Phonics- Phase 3 vowel digraphs. See Phonics long term plan. Include sentence reading and writing.</p> <p>Focus on key texts- see above. Retell a story- own words and Talk for Writing story mapping. Adapt a story- use story map to support. Begin to a write sentence and include finger spaces, full stop and capital letter with increasing consistency.</p>	<p>Phonics- Phase 3 consolidation and Phase 4. See Phonics long term plan.</p> <p>Focus on key texts- see above. Retell a story with interest for the listener acknowledged. Write one or more sentences with capital letter, finger spaces and full stop.</p>

<p>Mathematics</p> <p>Learning opportunities</p>	<p>White Rose (refer to Scheme of work): Just Like Me Its me 1 2 3 Light and Dark</p>	<p>White Rose (refer to Scheme of work): Alive in 5 Growing 6 7 8 Building 9 and 10</p>	<p>White Rose (refer to Scheme of work): To 20 and beyond First then now Find my pattern On the move</p>
<p>Knowledge and Understanding of the World</p> <p>Learning opportunities</p>	<p>Bones and healthy foods for bones. Our families. Growing up- changes. Seasons and signs of Autumn. Harvest- produce and farming, festival. Diwali- celebrations and story. Bonfire night- celebrations and story. People Who Help us- firefighters, police officers, doctors, nurses, teachers, refuse collectors, etc. Christmas- celebrations and story. Toys now and in the past. RE- F2 Which people are special and why? F4 Which times are special and why?</p>	<p>Winter- features, change. Three Little Pigs house investigation- what material will not be blown down? Explore different materials- link to little pigs houses. Cooking- make gingerbread men. Houses- different types- our homes. Homes in the past- objects in homes eg. Fires, washing machines. Draw a map- Red Riding Hood's journey. Follow a map- our journey to the park- look for house types. Melbourne- compare to one of traditional tales?? Map trail- leading to porridge/beans/etc linked to traditional stories around school grounds. Spring- features, change. Porridge tasting- adding toppings. Making and tasting pancakes. RE- F5 Where do we belong? F1 Which stories are special and why?</p>	<p>Planting seeds/ plants. What plants need to live/grow- experiment. Name/label parts of a plant. Growing plants- farming. Comparison to Kenya. Life cycles- butterfly, frog. Minibeasts- habitats, features, facts. Healthy foods/food groups. Summer- features, change. RE- F6 What is Special about our World? F3 Which places are special and why?</p>

Expressive Arts and Design

Learning
opportunities

Self portraits- paint.
Collage- skeletons, autumn
hedgehogs/leaves, bonfire pictures.
Sponge printing- Christmas card design for
PTA cards.
Clay snowmen.
Create a Christmas card.
Create a calendar.

Singing-

Nursery rhymes, autumn/harvest songs,
Christmas songs, Christmas nativity songs.
Nativity performance.
Charanga

Design and build a cardboard house.
Design and make a boat for Gingerbread
Man to cross the river.
Explore colour mixing.
Create a Mothers day card
Create an Easter card/gift.

Singing-

Nursery rhymes, Easter songs
Charanga.

Plant collage- parts of a plant.
Minibeast pebble- design and paint a
pebble.
Create a fathers day card.
Painting plants-
Potato printing
Shape pictures.
Repeating patterns.
Butterfly symmetry
Design and create a minibeast

Singing-

Out the Ark Minibeasts songs
Charanga.