



Reception LongTerm Overview – 2025 -2026

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Important Dates <i>These will develop themes and will enable additional learning within the classroom</i>	Autumn Harvest Festival Diwali (20.10)	Black History Month Protect the planet Halloween Día de los Muertos Bonfire Night Remembrance Day Children in Need Christmas Jumper Day Christmas	Winter Penguin Awareness Day (20.01) RSPB's Big School's Birdwatch (12.01) Storytelling Week (27.01) NSPCC Number Day (07.02) Valentine's Day (14.02)	Ramadan (28.02) St. David's Day (01.03) Shrove Tuesday (04.03) World Book Day (06.03) British Science Week (10.03) Holi (14.03) Spring Mother's Day (30.03) Eid (30.03) Easter (05.04)	Pirate Day Earth Day (22.04) St George's Day (23.04) World Bee Day (20.05) Sea Turtle Awareness Day (23.05)	Eid al-Adha (07.06) World Ocean Day (08.06) Healthy Eating Week (09.06) Father's Day (15.06) Summer Insect Week Sports day
Possible 'WOW' Moments	Diwali celebrations	Astrodome from Keele Uni Visit to Jingleville to see Santa Nativity play	Bird Watch / making bird feeders	Visit to Trentham – Nature Art and minibeast hunt Having caterpillars/butterflies Spring walk Easter egg hunt	Aquarium visit	Fruit tasting
Weekly Themes <i>These themes may be adapted to allow for children's interests</i>	All About Me! Autumn	Celebrations Space Christmas/Nativity	Winter Arctic/Antarctica – poles apart Journeys – The naughty bus Royal Family/London	Changing seasons Minibeasts Easter	Pirates Sea creatures Recycling / protecting the planet	Healthy eating Superheros Transition
Additional Books	Hello Autumn The Best Diwali Ever	Look up Aliens love underpants Twinkly, Twinkly Nativity	Lost and Found The Big Book of the UK We Catch the Bus Mr Grumpy's Motor Car All Aboard the London Bus	The flower thief Hello Spring The Very First Easter	All One Day on Our Blue Planet	Farmer duck Jaspers beanstalk Olivers vegetables Olivers fruit salad
Personal, Social & Emotional Development	Understanding belonging Class rules Sharing interests Sharing hobbies Managing feelings Kind hands Rights and responsibilities	Celebrating strengths Similarities and differences and it making people special School rules and values Thinking about the perspective of others Being kind	Tackling challenges Perseverance and resilience Confidence and independence Using words of encouragement Future job aspirations Feeling proud	Importance of exercise Moving and resting Healthy food choices Importance of sleep Washing hands Oral hygiene Safe adults	Jobs at home Making friends Solving problems in friendships Impact of unkind words Managing feelings Being a good friend	Naming body parts Being healthy How children grow from babies to adults Transitions Talking about worries and what to do Memories
Communication and Language <i>*runs throughout all elements of learning*</i>	Listening and attention skills during story telling Rhyming activities Asking and answering 'what' questions	Listening, attention and understanding skills Retelling simple stories using props Responding to two-step/multi-step instructions	Discussing key events in a story Retelling/role playing simple stories Asking and answering 'when' questions	Identifying main characters in a story Discussing non-fiction texts through adult-led discussions Asking and answering 'where' questions	Linking events in a story to own experiences Retelling stories in own words Discussing non-fiction texts	Sequencing stories/real life events in detail Asking a range of different types of questions

	1:1 discussions	Asking and answering 'who' questions Partner discussions	Small group discussions Using present tense	Small group discussions Using connectives to join ideas	Asking and answering 'why' questions Whole class discussions with focus Using past tense	Whole class discussions with increased focus and making contributions Using future tense
Physical Development Fine motor is threaded throughout all areas of learning	Gross Motor – Complete PE <i>Locomotion – Walking</i> Different ways of moving around space Changing speed and direction Routes and instructions <i>Dance – Ourselves</i> Difference ways of moving Holding and balancing Changing direction Moving in time to music Fine Motor Writing position Form vertical, horizontal, straight and diagonal lines Using cotton buds/paintbrushes to form shapes, letters and lines Chopping with a knife	Gross Motor – Complete PE <i>Gymnastics</i> Balancing Travelling confidently Jumping and landing Moving in time to music Fine Motor Letter join Scissor skills Pencil grip Using cotton buds/paintbrushes to form shapes, letters and lines Doing up zips Forming circles, swirls, waves, zigzags and loops	Gross Motor – Complete PE <i>Ball Skills – Hands</i> Throwing, catching, pulling Pushing, patting, rolling Fine Motor Letter join Stacking and balancing Using a knife and fork to cut Drawing recognisable pictures	Gross Motor – Complete PE <i>Ball Skills – Feet</i> Pushing, kicking, moving, dribbling Controlling a ball Fine Motor Letter join Weaving and wrapping Letter formation of phase 2 and phase 3 sounds Capital letter formation A-M	Gross Motor – Complete PE <i>Gymnastics – High, Low, Under and Over</i> Balancing Agility Moving Track and Field Marching/running Control Balancing Jumping Ball Skills – Hands Underarm and overarm Throwing, catching, rolling with control Stopping with control Fine Motor Letter join Pattern making Using small tools Doing up buttons	Gross Motor – Complete PE <i>Games for Understanding</i> Consolidating taught skills Understanding simple rules Engaging in simple team games Hand-eye coordination Balancing an object Controlling an object Fine Motor Letter join
Literacy: Pathways to write		 	  		 	
	Oral retelling	Design and label an alien	Design and label a snowman Write a postcard Penguin factfile Recount and retell	Create a Seasons book	Write a letter	Character description
Pathways to write		A bundle of Rhymes		 	Mini beasts I Wonder	
	Recite rhymes and use them to build a narrative for their peers			Class performance poem Contribute to a class poem based on observation of nature in the environment		To contribute phrase / captions / lines to a class poem
Letter join	Patterns					

Mathematics	Counting out loud Counting in correspondence Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns	Representing numbers to 5 Comparing numbers to 5 Composing numbers to 5 Subitising numbers to 5 Identifying 2D shapes Identifying one more and one less	Identifying 0 Comparing numbers to 8 Composing numbers to 8 Comparing mass Comparing capacity Doubling numbers to 8 Finding odd and even to 8 Combining two groups	Exploring and comparing length and height Exploring and ordering time Comparing numbers to 10 Number bonds to 10 Doubling numbers to 10 Finding odd and even to 10 3D Shapes Repeating patterns	Counting out loud beyond 10 Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more Taking away Shape arrangements	Doubling Sharing and grouping Even and odd beyond 10 Positioning Patterns Maps and directions
Understanding of the World	<p>Past and Present:</p> <ul style="list-style-type: none"> Identify their family. Comment on photos of their family; naming who they can see and of what relation they are to them. Name and describe people who are familiar to them. Children will look at images from their local area and discuss similarities and differences between the past and present day <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> Draw similarities and make comparisons between other families. Start to recognise that not all families are the same. Know where I live and the street name. Start to create simple maps of their local area <p>Natural World:</p> <ul style="list-style-type: none"> Nocturnal animals Light and dark - shadows Seasons – Autumn changes <p>Festivals and celebrations Harvest – September Diwali 20th Oct Halloween 31st Oct</p>	<p>Past and Present:</p> <ul style="list-style-type: none"> Family traditions Remembrance day Space – <i>Neil Armstrong, Helen Sharman</i> <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> Discuss the different religions that children may have, recognising that we may celebrate differently and at different times of year. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Talk about festivals from around the world and discuss how these are celebrated Halloween, day of the dead, Christmas <p>Natural World:</p> <ul style="list-style-type: none"> Seasonal changes autumn / winter What is in Space? Observation of pumpkin – decay <p>Festivals and celebrations: Bonfire night 5th Nov Remembrance Day 11th Nov Christmas 25th Dec</p>	<p>Past and Present</p> <ul style="list-style-type: none"> Children know that the past is anything before the current day Children will look at transport from the past and discuss similarities and differences. <p>People, culture and communities</p> <ul style="list-style-type: none"> Compare where I live to London. Locate London on a map. London Landmarks Know that London is our capital City Find London on a map <p>Natural World:</p> <ul style="list-style-type: none"> Children will identify features of the polar regions – including the weather and how this contrasts to the UK Children will talk about the changes in Winter Children will explore melting. Floating and sinking <p>Festivals and celebrations World penguin day – 22-01-26 Chinese New Year – 17-02-26 Shrove Tuesday – 17-02-26 Holi – 04-03-26</p>	<p>Past and Present</p> <ul style="list-style-type: none"> Children will understand that people in different countries and different cultures have different celebrations Children will know the Easter story Children will understand Eid and Ramadan Why do we celebrate mother's day? <p>Natural World:</p> <ul style="list-style-type: none"> Seasonal changes – spring Lifecycles of a butterfly <p>Festivals and celebrations Mother's day How is Ramadan celebrated? How do Christians celebrate Easter?</p>	<p>Past and Present</p> <ul style="list-style-type: none"> Children will know that the present is now. Children will explore St Georges day. Children will recognise that some pirates who lived long ago were famous – <i>Edward Teach (Blackbeard)</i>. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> Treasure maps <p>Natural World:</p> <ul style="list-style-type: none"> Ocean animals Recycling taking care of our planet pollution <p>Festivals and celebrations</p>	<p>Past and Present</p> <ul style="list-style-type: none"> Farming in the past <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> Superhero's in my community Recognise that the blue on the globe is water and the green is land. <p>Natural World</p> <ul style="list-style-type: none"> Where do vegetables come from? How do vegetables grow? Know that only some fruits and vegetables grow in the UK and the reason for this. <p>Festivals and celebrations World ocean day 8th June. Father's day</p>
Expressive Arts and Design	Music – singing nursery rhymes Drawing a self portrait	Music – singing nursery rhymes Treasury tag Mixing colours	Making collages Music – clapping to a rhythm and matching a pitch	Mixing watercolour paints 3D collages Slot join	Music – performing a style of music Drawing/painting – animals in the style of Eric Carle	Split pin join Thick, thin and textures Giuseppe Arcimboldo

	Primary colours exploring – mark making Moulding clay – making Diwali lamps	Using glue to secure materials – making rockets Using tape to secure	Shape, assemble, join materials - making vehicles	Shape, assemble, join materials – making toys Music – playing musical instruments	Tab join Printing – leaf/flower printing Shape, assemble, join	Music – performing dances to music Art to seasonal music
Assessment	In-house baseline assessments National reception baseline assessment Observations Phonics tracker (sounds/blending) Speech and Language assessment	Observations in provision Phonics tracker (sounds/blending) Data tracker inputted Pupil progress meetings In-house moderation Eyfs team meetings Parents evenings – sharing targets Maths assessment	Observations in provision Phonics tracker (sounds/blending) In-house moderation EYFS team meetings	Speech and language assessment Observations in provision Phonics tracker (sounds/blending) Data tracker updated Pupil progress meetings GLD predictions In-house moderation EYFS team meetings Parents evenings – sharing targets Maths assessment	Observations in provision Phonics tracker (sounds/blending) In-house moderation EYFS team meetings	Observations in provision Phonics tracker (reception screening) Data tracker data finalised Pupil progress meetings GLD/end of year data submitted End of year reports to parents

The learning topics outlined in the long term planned are covered in a variety of different ways. This includes:

- Areas of continued and enhanced provision
- Child-led play
- Adult-led activities
- Indoor and Outdoor learning opportunities

Planning (Topic and Enhanced Provision) is flexible and guided by the children's interests. 'Child Initiated Learning (CHIL)' takes place throughout the areas of continued and enhanced provision. Through a combination of child-initiated learning and adult supported interactions, children are supported to follow their own interests, carry out investigations and develop their independence to become effective learners.