

Reception Long-Term Curriculum Plan 2026–27

CLASS 1 • RECEPTION

A language-rich, ambitious and carefully sequenced EYFS curriculum • Temple Grafton C of E Primary School

“Together we shine”

Our Reception curriculum begins with the unique child and their sense of belonging, before widening children’s understanding of their community and the world around them. Through high-quality texts, purposeful play, direct teaching, memorable experiences and responsive continuous provision, children develop the knowledge, vocabulary, skills and learning behaviours they need to thrive in Reception and beyond.

Curriculum at a Glance

AREA / FOCUS	Autumn 1 Marvellous Me	Autumn 2 Shine	Spring 1 Zoom	Spring 2 Alive/Bloom	Summer 1 Adventure	Summer 2 Splash
Theme	Marvellous Me	Shine	Zoom	Alive/Bloom	Adventure	Splash
Big concepts	Belonging, Friendship, Emotions, Uniqueness, Community	Celebration, Light & Hope, Respect & Diversity, Kindness & Fairness	Friendship, Change and Discovery, Imagination and Wonder	Growth and transformation. Choices and consequences, Community, Care & Responsibility	Adventure and Exploration, Bravery and Resilience, Creativity and Imagination	Friendship, Community, Responsibility and Care, Growth and Change, Transition
My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	Consolidate & Transition
Christian Value	Service	Generosity	Trust	Forgiveness	Thankfulness	Friendship
British Values	Rule of Law Emotions	Mutual Respect Tolerance	Trust Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance Democracy Rule of Law	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance
Traditional Tale	Three Little Pigs (1)	Gingerbread Man	Responsive / linked text	Jack and the Beanstalk	Little Red Riding Hood	Responsive / linked text
Memorable experiences	Visit to the local church Doctor Visit Mr Darsi	Visit to the local church Nativity play	Dinosaur / VR Experience	Kapla Workshop Easter Church Service	Enrichment Day	School Trip TBC Rock Academy Visit Sports Day
Building Learning Power	Reciprocity and Resourcefulness – Listening & Collaboration		Resilience - Imagining, Reasoning, Questioning & Making Links		Reflecting and Meta Learning – Making Improvements and Planning Recap of all	

Curriculum Journey: Themes, Texts & Vocabulary

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Core themes provide a coherent spine while allowing responsive teaching around children's interests, needs and current events.

AREA / FOCUS	Autumn 1 Marvellous Me	Autumn 2 Shine	Spring 1 Zoom	Spring 2 Alive/Bloom	Summer 1 Adventure	Summer 2 Splash
Weekly themes	-All About Me /Feelings (1) -Elmer/ Super me (1) My Body / Growing up (1) -Where we live (2) -Three Little Pigs - Goldilocks -People who help us /Autumn (3)	-Bonfire Night (1) -Diwali (1) -Birthdays/Weddings (1) -Ramadan (1) -Hanukkah (1) -Christmas (2)	-Polar Regions (1) -Chinese New Year (1) -Dinosaurs (2) -Space (2)	-Jack and the Beanstalk (1) -On the Farm (2) -The Hungry Caterpillar (1) -Easter (1)	-Little Red Riding Hood (1) -Transport (2) -Castles, Knights and Princesses (2) -Rapunzel(1) Extend one topic based on Interest	-Under the Sea (1) - Rainbow Fish (1) -Treasure Island/Pirates (2) Seaside Fun / Looking after our oceans/ (1) -Superhero /Transition (1)
Key texts	The Colour Monster Barbra Throws a Wobbler (CR) In our Hands Only One You It's OK to be Different Elmer (CR) Errol's Garden Three Little Pigs Let's Build a House (CR) Leaf Man We're Going on a Leaf Hunt Naughty Bus Rosa Parks LPBD	The Best Diwali Ever (CR) Mahatma Gandhi Little Glow Owl Babies The Perfect Fit The Gingerbread Man The Jolly Christmas Postman	BOK (CR) Lost and Found How to catch a star (CR) One Snowy Night The Great Race The Gingerbread Man Ruby's Chinese New Year Beegu (CR) Harry and the Bucketful of Dinosaurs Dear Dinosaur I'm a Feel-o-saur Mary Anning LPBD Whatever Next	Jack and the Beanstalk Jasper's Beanstalk My Busy Green Garden (CR) The Hungry Caterpillar (CR) Jack and the Jellybean Stalk A Squash and a Squeeze Grampa's Farm Oliver's Vegetables Bloom	Little Red Riding Hood Mr Grumpy's Motor Car John Burningham Transport Alain Gree Brilliant Boats The Train Ride Zog In the Castle Anna Millbourne Meg's Castle Helen Nicoll Dragon Dave not so Brave (CR)	The Pirates Next Door The Lighthouse Keeper's Lunch The Odd Fish Rainbow Fish Tad Giant Jelly Jaws and the Pirates The Pirates Next Door Something Fishy (Short Film)
Vocabulary focus	belonging • unique • emotion • community • senses • material	celebration • tradition • light • hope • respect • diversity	habitat • polar • melt • freeze • fossil • dinosaur • space	growth • life cycle • seed • roots • offspring • healthy	journey • direction • transport • map • castle • bravery	ocean • habitat • recycle • pollution • pirate • transition
Cultural capital / enrichment	Visit to the local church Doctor Visit Mr Darsi	Visit to the local church Nativity play	Dinosaur / VR Experience	Kapla Workshop Easter Church Service	Enrichment Day	School Trip TBC Rock Academy Visit Sports Day

Prime Areas of Learning

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Prime areas are woven through continuous provision, routines, adult interaction and direct teaching throughout every day.

AREA / FOCUS	Autumn 1 Marvellous Me	Autumn 2 Shine	Spring 1 Zoom	Spring 2 Alive/Bloom	Summer 1 Adventure	Summer 2 Splash
Communication & Language	Listening and attention skills Asking and answering 'what' questions 1:1 discussions Retelling the story 'The Little Red Hen'	Joining in with repeated refrains in stories Asking and answering 'who' questions 1:1 discussions Retelling a story	Discussing key events in a story Asking and answering 'when' questions Small group discussions Using present tense.	Identifying main characters in a story Asking and answering 'where' questions Small group discussions Using connectives to join ideas	Linking events in a story to own experiences Asking and answering 'why' questions Whole class discussions Using past tense	Sequence story/real life events in detail Hot seating Whole class discussions Using future tense
PSED	-Special people -Friends -Understanding different environments home and school -Looking after money -Recognising, using and spending	-Special people -Friends -Understanding different environments home and school -Looking after money -Recognising, using and spending	-Understanding own feelings -Knowing who can help with your feelings -Families and family structures -People who are kind to us -Similarities and differences between each other	-Understanding own feelings -Knowing who can help with your feelings -Families and family structures -People who are kind to us -Similarities and differences between each other	-Healthy eating, sleep and exercise -Changes of plants, animals and humans -Keeping own body safe -Knowing who can help you	-Healthy eating, sleep and exercise -Changes of plants, animals and humans -Keeping own body safe -Knowing who can help you
My Happy Mind	Meet Your Brain Understanding how our brain works; recognising emotions and simple regulation strategies.	Celebrate Recognising character strengths; celebrating what makes us and others special.	Appreciate Developing gratitude; noticing positive experiences, people and things around us.	Relate Building positive relationships; understanding others and using friendship skills.	Engage Setting goals; perseverance, focus and recognising achievements.	Consolidate & Transition Revisit all five modules; apply strategies independently and prepare confidently for Year 1.
Physical Development	Gross Motor Different ways of moving Changing speed and direction Throwing, catching, kicking Pushing, patting, rolling Fine Motor Dough Disco Tripod Grip Writing position Using cotton buds/paintbrushes to form letters	Gross Motor Olympic Dance Different ways of moving Changing direction Moving in time to music Exploring different ways of moving Fine Motor Scissor skills Chopping with a knife Using cotton buds/paintbrushes to form letters Doing up zips	Gross Motor Gymnastics Balancing Travelling confidently Jumping and landing Fine Motor Stacking and balancing Letter formation 'around' letters Letter formation 'down' letters Using a knife and fork to cut	Gross Motor Tennis Throwing and catching Hand-eye co-ordination Balancing an object Fine Motor Weaving and wrapping Letter formation 'down letters' Letter formation 'curly' letters Letter formation 'zig-zag' letters	Gross Motor Athletics Marching/running Throwing overarm/underarm Jumping Fine Motor Pattern making Capital letter formation A-M Using small tools Doing up buttons	Gross Motor Multi-skills Balancing Agility Throwing a ball Fine Motor Sewing Capital letter formation N-Z Doing up laces
Characteristics of Effective Teaching & Learning	Playing & Exploring Curiosity, confidence to try, choosing resources and joining in.	Playing & Exploring Developing independence, collaboration and purposeful exploration.	Active Learning Resilience, concentration and keeping on trying.	Active Learning Making links, adapting ideas and persisting with challenge.	Creating & Thinking Critically Planning, reasoning, testing ideas and making improvements.	Creating & Thinking Critically Reflecting, explaining choices, transferring learning and preparing for Year 1.

Specific Areas: Literacy & Mathematics

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Phonics, early reading, writing and mathematical thinking are explicitly taught and repeatedly applied through meaningful provision.

AREA / FOCUS	Autumn 1 Marvellous Me	Autumn 2 Shine	Spring 1 Zoom	Spring 2 Alive/Bloom	Summer 1 Adventure	Summer 2 Splash
Literacy / Little Wandle	Introduce LW Set 1 sounds Identifying initial sounds Tricky words Drawing & labelling Ordering letters of my name Writing my name	Continuing LW Set 1 sounds Identifying initial sounds Tricky words Writing initial sounds Writing CVC words	Little Wandle Set 2 Tricky words Writing CVCC words Writing captions Writing lists	Reading simple phrases and sentences with Set 1 sounds in Tricky words Writing phrases I can see sentences	LW Set 2 sounds Writing letters Writing rhymes Writing poems	Continuing Set 2 sounds TEACH Set 3 sounds (where required) Writing instructions Writing predictions Writing descriptions
Mathematics	White Rose Counting out loud Counting in correspondence Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns Maths Days of the week Months of the year	White Rose Representing numbers to 5 Comparing numbers to 5 Composing numbers to 5 Identifying 2D shapes Using positional language Identifying one more and one less Maths Magic number Subitising to 5 Number bonds to 5 Repeating patterns 2D shapes Positional language	White Rose Identifying 0 Comparing numbers to 8 Composing numbers to 8 Comparing mass Comparing capacity Making pairs Combining two groups Maths Magic number Subitising to 5 Number bonds to 5 Repeating patterns 2D shapes Positional language	White Rose Length and height Time Comparing numbers to 10 Number bonds to 10 3D Shapes Repeating patterns Maths Magic number Subitising to 10 Number bonds to 10 (addition) 3D shapes Repeating patterns 2D shapes Positional language	White Rose Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more Taking away Shape arrangements Maths Magic number Subitising to 10 Numbers bond to 10 3D shapes Repeating patterns 2D shapes Positional language Doubling facts	White Rose Doubling Sharing and grouping Even and odd Positioning Patterns Maps and directions Magic number Subitising to 10 Number bonds to 10 3D shapes Repeating patterns 2D shapes Positional language Doubling facts
NCETM number sense	NCETM Identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers	NCETM Identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers	NCETM continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers	NCETM continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers	NCETM continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2	NCETM continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

Specific Areas: Understanding the World & Expressive Arts and Design

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Kapow Primary Art & Design and Design & Technology units are mapped explicitly across the year and connected to the wider curriculum where purposeful.

AREA / FOCUS	Autumn 1 Marvellous Me	Autumn 2 Shine	Spring 1 Zoom	Spring 2 Alive/Bloom	Summer 1 Adventure	Summer 2 Splash
Understanding the World / RE	Starting school Feelings Where I live? How I've changed Families and communities Body Parts The 5 senses Houses and Materials. How is bread made Autumn People who Help us Rosa Parks How can people show they belong together?	Bonfire Night Diwali Mahatma Gandhi Day/Night Hibernation Remembrance Day The Christmas Story Why do Christians perform nativity plays at Christmas? INCARNATION	Space Materials Floating and Sinking Freezing and Melting Solids and Liquids Habitats Winter Chinese New Year Dinosaurs/Fossils Mary Anning Who are the people in sacred (special) stories and why might they still be important today?	Healthy Eating Life cycle of a plant/bean How to care for a plant Classifying living things Farm Animals and their offspring Spring The Christian Easter Story Why do Christians put a cross in an Easter Garden? SALVATION	Maps / Directions Oral Hygiene Road Safety Comparing UK and another country The Four Seasons Family Tree How do people know how to treat each other?	Materials Magnets Floating and Sinking Safety in the Sun Sea Creatures and Habitats Recycling How do people know how to treat each other?
Kapow Art & Design	Drawing: Marvellous marks	Drawing: Marvellous marks	Painting & mixed media: Paint my world	Painting & mixed media: Paint my world	Sculpture & 3D: Creation station	Sculpture & 3D: Creation station
Kapow Design & Technology	Structures: Junk modelling	Structures: Junk modelling	Textiles: Bookmarks	Textiles: Bookmarks	Structures: Boats	Structures: Boats
Music, movement & performance	Singing favourite songs and nursery rhymes; Harvest songs; rhythm and movement.	Firework and Christmas songs; Raga Abhogi; exploring rhythm and expressive movement.	Clapping to a rhythm; Chinese New Year music; Dinosaur Stomp; Beyond the Stars; movement to music.	Farm and animal songs; Easter music; playing instruments; joining in with choreographed dances.	Jack and the Giant / Dragon Hunt music; playing instruments; matching pitch.	Jelly-Roll Blues; Aquarium; pirate songs and sea shanties; playing instruments; performing dances.

Implementation & assessment

Learning is revisited through continuous provision, high-quality interactions and carefully chosen enhancements. Practitioners use observation, conversation, work samples and programme assessments (including phonics and mathematics) to identify what children know, can do and need next. Planning remains responsive while preserving the intended progression shown here.