Reception Long term plan 2026-2027

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overall topics	**All about me** 	**Let's celebrate** 	**Amazing Animals** 	**People who help us** 	**Come outside** 	**Fun at the seaside** 
Focus topics These may change depending on the children's interests.	Nursery rhymes, traditional tales, senses, emotions, families, self-care, following instructions.	Diwali, Christmas past and presnent, Hannukah, Bonfire night, different cultures, Christmas performance, day & night, seasons, colour mixing.	Animals from around the world, climates/Seasons, maps- where do animals come from? Dance and performance art. Junk modelling	People in our community, doctors, dentists, farmers, police etc. How they help us/what they do. Large scale construction.	Growing, changing, caterpillars, beans, lifecycles, seasons, natural art, maps.	Recycling, pollution, pirates, boats, Maps and countries. Junk modelling
Texts	**Peace at last by Jill Murphy**	**I'm Going To Eat This Ant by Chris Naylor-Ballesteros**	**Naughty Bus by Jan Oke**	**The Pirates are Coming! by John Condon**	**The Whale Who Wanted More by Rachel Bright**	**The Sea Saw by Tom Percival**
Communication and Language						
Listening and attention	**Pay attention to more than one thing at a time, which can be difficult. (3&4)** I know that when I am asked to I will stop and listen. I can stop and listen when asked. **Enjoy listening to longer stories and can remember much of what happens. (3&4)** I know what happens in the stories that I listen to. I can talk the story I have just listened to.	**Understand how to listen carefully and why listening is important. (R)** I know that listening is important because if I don't, I won't know what to do next. I can stop what I am doing and listen to the adult when I see or hear the signal. **Engage in story times. (R)** I know how to talk about the story I have heard. I can talk about the key parts of the story that I have just listened to.	**Listen to and talk about stories to add to build familiarity and understanding. (R)** I know that story characters have feelings that can be changed throughout a story. I can talk about the main characters and why they are happy or sad.	**Listen carefully to rhymes and songs, paying attention to how they sound. (R)** I know that rhyming words sound similar. I can identify rhyming words.	**Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (R)** I know that non- fiction are not stories. I can talk about pictures in non – fiction books and relate it to my own life.	**ELG:** **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.** I know how to respond to a story, an adult and my peers. I can make relevant comments in class and small group discussions. **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.** I know how to participate in conversations appropriately. I can engage in conversations with a range of people.
Understanding	**Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." (3&4)** I know that some statements have two parts that I have to complete.	**Ask questions to find out more and to check they understand what has been said to them (R** I know that I can ask questions to share my understanding. I can ask appropriate questions.	**Ask questions to find out more and to check they understand what has been said to them (R)** I know that I can ask questions to increase my understanding. I can ask appropriate questions.	**Listen to and talk about stories to build familiarity and understanding. (R)** I know that a story is a sequence of events. I can talk about familiar stories.	**Retell the story, once they have developed a deep familiarity with the text, some as repetition and some in their own words. (R)** I know that I can retell a story in my own words. I can retell a familiar story in my own words.	**ELG:** **Make comments about what they have heard and ask questions to clarify their understanding.** I know that I need to ask questions when I am stuck. I can ask a range of questions.

Reception Long term plan 2026-2027

	I can follow instructions or questions that have two parts. **Understand 'why' questions, like "Why do you think that caterpillar got fat?" (3&4)** I know that questions may start with why. I can answer why questions.					**Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.** I know how to engage in conversations with a range of people. I can respond to conversations appropriately.
Speaking	**Use a wider range of vocabulary (3 & 4)** I know what new words mean. I can use new words contextually during my play. **Use talk to organise themselves and their play Eg " Let's go on the bus… you sit there and I will be the driver." (3&4)** I know that talking will help me organise my play. I can use talk to organise my play.	**Articulate their ideas and thoughts in well- formed sentences. (R)** I know how to articulate my ideas in sentences. I can speak in sentences that can be understood by others. **Develop social phrases. (R)** I know that there are phrases to be used at different times of day. I can use phrases such as 'good morning, good afternoon and have a nice weekend appropriately.	**Describe events in detail. (R)** I know that key words are needed to describe events. I can use sequencing words to talk about an event. **Connect one idea or action to another using a range of connectives. (R)** I know that ideas can be connected together. I can connect ideas using 'because' 'but' or 'and'.	**Use talk to help work out problems and organise thinking and activities, and to explain how things work and happen. (R)** I know that talking aloud supports my thinking. I can talk about my ideas with peers and adults	**Use new vocabulary in different contexts. (R)** I know and use new words. I can use a range of vocabulary in appropriate situations. **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (R)** I know that non – fiction texts will give me new vocabulary. I can use new words in context to what I am doing.	**ELG:** **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.** I know how to participate in a range of discussions. I can use a range of vocabulary that links to topic. **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.** I know and can explain what is happening in stories and events. I can use new words I have learnt contextually throughout my learning and play **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.** I know how to express my ideas and thoughts through speech. I can talk confidently about myself and my experiences to peers and adults.

Reception Long term plan 2026-2027

		Physical Development				
Gross Motor Skills	**Skip, hop and stand on one leg and hold a pose. (3&4)** I know that I can move in a range of ways. I can skip and hop. **Start taking part in some group activities which they may make up themselves or in teams. (3&4)** I know how to take turns in group activities. I can follow or make-up game rules. **Be increasingly independent as they get dressed and undressed. (3&4).** I know how to dress and undress myself. I can put my clothes on the correct way round successfully do up and undo buttons independently.	**Revise and refine the fundamental movement skills they have acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (R)** I know that I can move in a range of ways. I can change the way I move from one movement to another. **Use their core strength to achieve a good posture when sitting at a table or the floor. (R)** I Know how to sit correctly when on the floor or at a table. I can use my core strength to hold and support my body.	**Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical disciplines including dance, gymnastics, sport and swimming. (R)** I know how to balance and co-ordinate my movements. I can move in a range of ways to develop strength.	**Progress towards a more fluent style of moving, with developing control and grace. (R)** I know how to move my body with fluency and control. I can move with developing control. **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (R)** I Know how move over, through and around large and small apparatus. I can use apparatus safely on my own and in a group.	**Further develop and refine a range of ball skills including; throwing, catching, kicking, passing and aiming. (R)** I know how to use a ball in different ways. I can control a ball when throwing, catching and kicking it. **Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (R)** I know how to follow rules and can engage in games that involve using a ball. I can confidently play a game using a ball with accuracy.	**ELG:** **Negotiate space and obstacles safely, with consideration for themselves and others.** I know how to negotiate space safely. I can be considerate of others when negotiating space and obstacles. **Demonstrate strength, balance and coordination when playing.** I know how to use the correct amount of strength for different activities. I can make co-ordinated and balanced movements when engaged in activities. **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.** I know how to change the speed of my movements to move in different ways. I can move in a range of different ways with control.
Fine Motor Skills	**Show a preference for a dominant hand. (3&4)** **Use one- handed tools and equipment. (3&4)** **Use a comfortable grip with good control when holding pencils. (3&4)** I know how to hold a pencil correctly.	**Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (R)** I know how to use a range of small tools effectively. I can use my hands to complete tasks such as buttoning, cutting, writing/drawing, using spray bottles, etc.	**Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (R)** I know how to use a range of small tools effectively. I can cut materials with a pair of scissors.	**Develop the foundations of a handwriting style that is fast, accurate and efficient. (R)** I know how to hold a pencil with the correct tripod grip. I can control a pencil to formulate letters correctly.	**Develop the foundations of a handwriting style that is fast, accurate and efficient. (R)** I know how to hold a pencil with the correct tripod grip. I can control a pencil to formulate letters correctly.	**ELG:** **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, paint brushes and cutlery** **Begin to show accuracy and care when drawing.** I know how to use small tools effectively to change and manipulate materials.

Reception Long term plan 2026-2027

	I can use a pencil to make controlled movements to draw and write.					I can use a pencil to write correctly formed letters and draw pictures.
Personal, social & Emotional development						
Self-Regulation	**Talk about their feelings using words like happy, sad and angry (3&4)** I know how to express different emotions. I can say when I feel happy, sad, upset etc. **Understand how others might be feelings. (3&4)** I know when my peers are upset or happy. I can tell an adult when someone is happy or sad.	**Express their feelings and consider the feelings of others. (R)** I know how to express my emotions. I can show care and empathy for my peers.	**Identify and moderate their own feelings socially and emotionally. (R)** **Think about the perspectives of others (R)** I know how to express my emotions. I can recognise my thoughts and feelings.	**Express their feelings and consider the feelings of others. (R)** I know how to recognise and express my own thoughts and feelings. I can show care for others' feelings and ideas that are different from mine.	**Build constructive and respectful relationships. (R)** I know how to build positive relationships with others. I can develop relationships with trusted adults and peers.	**ELG:** **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.** I know how to follow rules and instructions by myself and with my peers and that I may have to wait for what I want or my turn. I can solve social problems by myself and regulate my emotions. **Give focused 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 know how to focus and complete a task following simple instructions and independently. I can focus on a task I am completing.
Managing Self	**Show more confidence in social situations (3&4)** I know when it is safe to talk to new people. I can talk to new trusted adults.	**See themselves as a valuable individual (R)** I know that my opinion is valued I can express positive feelings about myself. **Manage their own personal hygiene (R)**	**See themselves as a valuable individual (R)** I know that my opinion is valued I can express positive feelings about myself. **Manage their own personal hygiene (R)**	**Know and talk about the different factors that support their overall health and wellbeing.** **Teeth brushing, healthy eating, good sleep routines, sensible screen time. (R)** I know how to keep myself fit and healthy.	**Show resilience and perseverance in the face of challenge. (R)** I know that I have to practice activities to get better at them. I can stick with challenging tasks.	**ELG:** **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge** I know that to learn new things I might have to persevere. I can engage in active physical play and am confident to try new activities.

Reception Long term plan 2026-2027

	Develop their sense of responsibility and membership of a community. (3&4) I know how to approach my friends when I want to play with them. I can play with and help my peers.	I know how to keep myself healthy by washing my hands after going to the toilet and before eating. I can manage my own personal hygiene.	I know I need to keep myself clean to remain healthy. I can take care of my basic self-hygiene. **I know how to talk positively about myself** I know how to express positive feelings and actions about myself. I can talk about things I am good at and things I am learning to do.	I can talk about why good health practices are important.		**Explain the reasons for rules, know right from wrong and try to behave accordingly** I know that I must follow rules and instructions to keep myself and others safe. I can talk about what is right and wrong. **Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.** I know what a balanced diet is and can name and try healthy foods. I can manage my own personal needs to keep myself healthy.
Building Relationships	**Play with one or more other children, extending and elaborating play ideas (3&4)** **Remember rules without adults to help them (3&4)** I know how to follow rules when playing a game. I am beginning to play co-operatively alongside and with my peers.	**Remember rules without adults to help them (3&4)** I know how to play games with simple rules and explain them to others. I can take turns when playing games.	**Build constructive and respectful relationships. (R)** I know how to approach my peers when I want to play. I can develop relationships with trusted adults.	**Build constructive and respectful relationships. (R)** I know I can seek support from an adult when I am hurt or upset. I can ask an adult to help me.	**Build constructive and respectful relationships. (R)** I know how to engage positively with my peers. I can solve social issue by myself.	**ELG:** **Work and play cooperatively and take turns with others** **Form positive attachments to adults and friendships with peers** I know how to extend my play by inviting others to play with me. I can introduce new ideas into my play with my friends. **Show sensitivity to their own and to others' needs.** I know how to build positive relationships with both adults and peers. I can show empathy to others when they are hurt or upset.

Reception Long term plan 2026-2027

Maths						
Number	**Recite numbers past 5 (3&4)** **Say one number for each item in order 1,2,3,4,5, (3&4)** I know how to count with one to one correspondence. I can recite numbers to 5 I can recite numbers to 10	**Count objects, actions and sounds (R)** I know numbers represent a group of objects, actions or sounds. I can accurately count objects, actions or sounds. **Subitise (R)** I know that patterns/pictures can represent numbers. I can subitise numbers to 5.	**Count beyond 10 (R)** I know that a group of objects have a value I can count to 10 and beyond. **Link the number symbol (numeral) with its cardinal number value (R)** I know numerals link to quantities. I can match numerals to their cardinal value.	**Compare numbers (R)** I know that quantities that be more less or equal. I can compare quantities and say when they are the same. **Understand the 'one more than/less than' relationship between consecutive numbers (R)** I know that when I count, the number after is one more and the number before is one less than. I can say what number is one more/less than a given number.	**Explore the composition of numbers to 10 (R)** I Know that there are different ways to make numbers up to 10. I can say/demonstrate different ways of making 10. **Automatically recall number bonds for numbers 0-5 and some to 10. (R)** I Know that there are different ways to make the numbers 0-5 and recognise they can be reversed. I can talk recall t the different ways I can make numbers 0-5 and up to 10.	**ELG** **Have a deep understanding of number to 10, including the composition of each number** I Know different ways to make numbers up to 10. I can count to 10 and say different ways to make the number 10 **Subitise (recognise quantities without counting) up to 5** I know some patterns or pictures reprsent numbers without having to count them. I can subitise numbers up to 5. **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.** I Know number bonds through repetition and memory recall. I can recall addition and subtraction number bonds to 5 and up to 10.

Reception Long term plan 2026-2027

Numerical Patterns	**Extend and create ABAB patterns. (3&4)** I know that a pattern can repeat itself. I can create my own patterns.		**Use language such as more than and less than to compare quantities.** I Know how to compare quantities and say when one is more or less. I can use the language of more than and less than.	**Sort odd and even numbers according to shape.** I know the difference between odd and even numbers. I can use the language of odd and even and explain how I know when a quantity is odd or even.	**Understand two equal groups can be called a double and connect this to patterns** I Know that a double number has to be the same. I can talk about and show examples of double numbers written, orally and using resources.	**ELG:** **Verbally count beyond 20, recognising the pattern of the counting system.** I know the pattern of numbers to count to 20 I can verbally count to 20 **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity** I Know that numerals represent a quantity and can compare quantities recognising when one is more or less than. I can compare quantities and use the language of more/less than or equal to describe them. **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** I know that there are patterns in numbers that can help me identify odds, evens and doubles. I can talk about the patterns in numbers and use language related to odds, evens, doubles and equal.
Additional maths requirements		**Continue, copy and create repeating patterns** I know that a pattern has to repeat through colour, shape or quantity. I can explain when a pattern is repeating.	**Compare weight, length and capacity** I Know how to use non-standard ways to compare length, weight and height I can compare, describe and solve practical problems relating to capacity, length and weight.	**Select, rotate and manipulate shapes to develop spatial reasoning skills.** I know that shapes can be put together to make patterns and pictures. I can use and rotate shapes to create patterns. **Compose and decompose shapes so that children recognise a shape can have other shapes within It, just as numbers can.** I know the names and composition of shapes.		

Reception Long term plan 2026-2027

				I can talk about different shapes, shapes I can see within shapes and how they can fit together to make patterns.		
Literacy						
Comprehension	**Retell stories through repetition and role play.** **Anticipate what might happen next or key events in stories.** I know that stories have characters and can role play these characters in my play, repeating some key phrases from a story. I can guess what might happen next in a story.	**Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.(R)** I know that a story can be retold in different ways. I can use and understand recently introduced vocabulary from stories.	**Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.(R)** I know that a story can be retold in different ways. I can use and understand recently introduced vocabulary from stories.	**Re-read what they have written to check that it makes sense.(R)** I know that I need to read what I have written to check it makes sense. I can correct what I have written.	**ELG:** **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary** I know that a story can be retold in different ways using different words. I can retell stories I have heard and use alternative vocabulary in context. **Anticipate – where appropriate – key events in stories.** I know how to describe what might happen next from what I have heard in a story. I can anticipate what might happen next in a story. **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.** I know that different words can have a similar meaning.

Reception Long term plan 2026-2027

						I can link new word meanings to those I already know and use them in context when discussing stories, non-fiction, poems and rhymes.
Word reading	**Understand the 5 key concepts about print:** • **Print has meaning** • **Print can have different purposes** • **We read English text from left to right.** • **The names of the different parts of a book** • **Page sequencing (3&4)** I know how to hold a book correctly and that pages turn from left to right. I can look at pictures in a book and retell a story I have heard verbally.	**Read individual letters by saying the sounds for them (R)** **Read some letter groups that each represent one sound and say sounds for them. (R)** I Know that letters have different names and sounds. I can recognise and match phonemes and graphemes	**Read some letter groups that each represent one sound and say sounds for them. (R)** I Know that some sounds can be made of more than one letter but only make one sound. I can recognise and use digraphs. **Read a few common exception words matched to the school's phonic programme. (R)** I Know that some words cannot be read phonetically and need to be learnt by sight. I can read some common exception words	**Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (R)** I know how to segment and blend in order to read simple sentences. I can read sentences containing some common exception words and contractions.	**Re– read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (R)** I know that reading stories more than once will help me learn new stories. I can talk about what I have read and say which stories are my favourite.	**ELG:** **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.** I know and can link graphemes to phonemes including at least 10 digraphs. I can read aloud simple stories and talk about what I have read. I can read some common exception words.
Writing	**Write some letters accurately (3&4)** **Write all or some of their name (3&4)** I know how to form some letters. I can write some or all of my name.	**Form lower case letters correctly. (R)** I know how to hold a pencil correctly. I can write recognisable lower case letters.	**Form lower case letters correctly. (R)** I know how to correctly formulate letters. I can write letters that are recognisable, most are correctly formed.	**Spell words by identifying the sounds and then writing the sound with letter/s. (R)** I know how to segment a word into sounds. I can count the number of sounds in a word and use this to help me spell phonetically.	**Write short sentences with words with known sound- letter correspondences using a capital letter and full stop. (R)** I know that a sentence starts with a capital letter and ends with a full stop. I can use capital letters and full stops correctly in my writing.	**ELG:** **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** I know how correctly formulate lower case letters and write simple sentences using correct letter formation. I can identify sounds in words and make phonetically plausible attempts to spell unknown words. I can write simple phrases and sentences that can be read by others.

Reception Long term plan 2026-2027

		Expressive art & design				
Creating with Materials	**Join different materials and explore different textures. (3&4)** I know that I need glue/tape to join materials together. I can use different materials to make models.	**Create collaboratively, sharing ideas, resources and skills.(R)** I know that I can mix colours to make a different colour. I can mix colours and add black or white to create the colour I want when painting a picture or model.	**Create collaboratively, sharing ideas, resources and skills. (R)** I know what I need to create my design and can share resources. I can use a variety of tools/resources safely to make my creation.	**Return to and build on their previous learning, refining ideas and developing their ability to represent them. (R)** I know how to observe my creations and make changes. I can tell you how I made my creation and what it is/does.	**Explore, use and refine a variety of artistic effects to express their ideas and feelings.(R)** I know how to use props in role play or use materials to create an effect. I can talk about my choices and explain my ideas.	**ELG** **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.** I know how to use a variety of materials/props to express my ideas through art and role play. I can talk about and explain my ideas relating to my creations and within my role play.
Being Imaginative and Expressive	**Respond to what they have heard expressing their thoughts and feelings (3&4)** I know that I can have different ideas. I can explain my thoughts and ideas about what I have heard.	**Explore and engage in music making and dance, performing solo or in groups. (R)** I know that I can move in different ways to music. I can create music and dance individually and with my peers.	**Watch and talk about dance and performance art, expressing their feelings and responses. (R)** I know that dance, music and plays can tell a story. I can explain my thoughts and feelings about different performances I see.	**Develop storylines in their pretend play.(R)** I know that I can tell a story through my play. I can recount and extend stories through my play using props. **Listen attentively, move to and talk about music, expressing their feelings and responses. (R)** I know that music can affect how you feel.	**Sing in a group or on their own, increasingly matching the pitch and following the melody. (R)** I know that I can use my voice to make different sounds/pitch. I can sing in tune collaboratively in a group and by myself.	**ELG** **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.** I know that I can express my-self in different ways.

Reception Long term plan 2026-2027

				I can talk about how different types of music make me feel and relate to different emotions.		I can confidently perform dance/songs in front of adults and peers.
Understanding the world						
Past and Present	**Begin to make sense of their own life-story and family's history (3&4)** I know that I belong to a family. I can talk about myself and my family.	**Comment on images of familiar situations in the past** I know that things happened/existed before I was born. I can make comparisons about things I am shown from the past with the present.	**Comment on images of familiar situations in the past** I know that some things from the past no longer exist, such as animals and that other things have changed. I can talk about changes that have occurred to cause extinction.	**Comment on images of familiar situations in the past** I know that things/people have changed through history. I can make comparisons about things/people I am shown from the past with the present.	**Compare and contrast characters from stories, including figures from the past.** I know that stories from the past are 'historical' or before I was born. I can make comparisons between characters from traditional and modern stories.	**ELG:** **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.** I know that things that happened in the past are part of history and have changed over the years. I can talk about and make comparisons between historical characters/events and objects from the past and present from pictures and stories I have seen/heard in class.
People, Culture and Communities	**Continue developing positive attitudes about the differences between people. (3&4)** I know that people who are different to me can still be my friend. I can talk positively about other people.	**Recognise that people have different beliefs and celebrate special; times in different ways. (R)** I know that there are different celebrations at different times. I can tell you what other people believe and celebrate through different stories I have heard in class.	**Draw information from a simple map.(R)** I know that a map gives you information about an area/country. I can look at maps of countries and make comparisons.	**Talk about members of immediate family and community.(R)** I know that people help us in different ways. I can talk about and describe how people help us in our community.	**Draw information from a simple map.(R)** I know that a map gives you information about an area. I can use a map to navigate my school and local environment.	**ELG** **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**

Reception Long term plan 2026-2027

	Name and describe people who are familiar to them.(R) I know and recognise people who are important/familiar to me I can describe name and describe familiar people.	**Understand that some places are special to members of their community. (R)** I know that different religions use different buildings I can talk about different places in our community and why they are important.				**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.** I know and understand that people have different beliefs and cultures. I can make comparisons about belief, culture and environment in this country to another country that we have learnt about through maps, stories and non-fiction.
The Natural World	**Begin to understand the need to respect and care for the natural environment and all living things. (3&4)** I know that living things need to be looked after. I can talk about how to look after livings things.	**Understand the effect of changing seasons on the natural world around them. (R)** I know that the weather and plants change with each season. I can talk about changes that happen at different times of year. I know that day and night are one day. I can talk about what happens during my day.	**Describe what they see, hear and feel whilst outside.(R)** **Explore the natural world around them(R)** I know that the weather and plants change with each season. I can talk about the natural world around me and the changes I observe. I know that day and night are one day. I can talk about what happens during day and night – links to nocturnal/diurnal.	**Recognise some similarities and differences between life in this country and life in other countries. (R)** I know about similarities and differences between mine and other countries. I can make comparisons between where I live and other countries around the world.	**Recognise some environments that are different from the one in which they live.(R)** I know that my environment is different to others around the world. I can talk about differences between my environment and others. **Explore the natural world around them(R)** I know that plants and animals have a life cycle. I can talk about different life cycles of animals and plants.	**ELG:** **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.** I know about my own country and can talk about similarities and differences between it and other countries we have talked about in class. I can explain about contrasting differences about my environment and others around the world, including seasons, plants and animals.

Reception Long term plan 2026-2027

Reception	Autumn term		Spring term		Summer term	
Key Texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Peace at last by Jill Murphy	**I'm Going To Eat This Ant by Chris Naylor-Ballesteros**	**Naughty Bus by Jan Oke**	**The Pirates are Coming! by John Condon**	**The Whale Who Wanted More by Rachel Bright**	**The Sea Saw by Tom Percival**

Reception	Autumn term		Spring term		Summer term	
Talk through stories/vocab time.	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks & 2 days
	Lost and Found by Oliver Jeffers **Zog** by Julia Davidson **The Owl Who Was Afraid of the Dark** by Jill Tomlinson **Aliens Love Underpants** by Claire Freedman **Giganotosaurus** by John Duddle **Can't You Sleep, Little Bear?** by Martin Waddell **Burglar Bill** by Janet and Allan Ahlberg	**Farmer Duck** by Martin Waddell **Elmer** by David McKee **The squirrels who squabbled** by Rachel Bright **Owl Babies** by Martin Waddell **Tiddler** by Julia Donaldson **Dogger** by Shirley Hughes **Six Dinner Sid** by Inga Moore	**Five Minutes' Peace** by Jill Murphy **Handa's Hen** by Eileen Browne **Stick Man** by Julia Donaldson **The Rainbow Fish** by Marcus Pfsiter **The Wonky Donkey** by Craig Smith **Where the Wild Things Are** by Maurice Sendak	**On the Way Home** by Jill Murphy **The Slightly Annoying Elephant** by David Walliams **Room on the Broom** by Julia Donaldson **Lost and Found** by Oliver Jeffers **A Little Bit Brave** by Nicola Kinnear	**Billy and the Beast** by Nadia Shireen **Billy's Bucket** by Kes Gray **Cops and Robbers** by Allan Ahlberg **Hugless Douglas** by David Melling **Mog the Forgetful Cat** by Judith Kerr	**Ravi's Roar** by Tom Percival **Rhinocorn Rules** by Matt Carr **The Bear and the Piano** by David Litchfield **The Extraordinary Gardener** by Sam Boughton **The Rapping Princess** by Hannah Lee and Allen Fatimaharan **The Scarecrows' Wedding** by Julia Donaldson and Axel Scheffler **There's a Snake in my School** by David Walliams

Reception Long term plan 2026-2027

Texts	Outcomes	Communication and Language	Reading	Writing
Autumn 1 **Peace at last**	To join in with key events and phrases in a retelling of the story	**3- and 4-year-olds** Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	**3- and 4-year-olds** Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	**3- and 4-year-olds** Use some of their print and letter knowledge in their early writing
	To orally retell the story To draw images and write labels to represent the story	**Children in reception** Engage in story times Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	**Children in reception** 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	**Children in reception** Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Autumn 2 **I'm Going To Eat This Ant by Chris Naylor-Ballesteros**	To draw their favourite animal and to say /draw some additional information such as what the animals eats	**3- and 4-year-olds** Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	**3- and 4-year-olds** Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	**3- and 4-year-olds** Use some of their print and letter knowledge in their early writing
	To label a plan and attempt to write a simple caption	**Children in reception** Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	**Children in reception** 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	**Children in reception** Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
Spring 1 ***Naughty Bus* by Jan Oke**	To draw/make a bus and be able to talk about where the Naughty Bus went	**3- and 4-year-olds** Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns	**3- and 4-year-olds** Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	**3- and 4-year-olds** Use some of their print and letter knowledge in their early writing Write some or all of their name
	To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus	**Children in reception** Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	**Children in reception** Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	**Children in reception** Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense
Spring 2 ***The pirates are coming! By John Condon***	To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making	**3- and 4-year-olds** Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)	**3- and 4-year-olds** Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	**3- and 4-year-olds** Use some of their print and letter knowledge in their early writing Write some or all of their name
	To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships	**Children in reception** Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	**Children in reception** Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	**Children in reception** Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense

Reception Long term plan 2026-2027

Texts	Outcomes	Communication and Language	Reading	Writing
Summer 1 ***The Whale Who Wanted More by Rachel Bright***	To draw/paint/make a fish individually or in a small group. To be able to contribute orally to a short story about their fish	**3- and 4-year-olds** Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	**3- and 4-year-olds** Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	**3- and 4-year-olds** Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	**Children in reception** Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	**Children in reception** Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	**Children in reception** Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
Summer 2 **The Sea Saw by Tom Percival**	To sequence images depicting key events in the story and use the images To retell the basic storyline	**3- and 4-year-olds** Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	**3- and 4-year-olds** Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	**3- and 4-year-olds** Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	**Children in reception** Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	**Children in reception** Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	**Children in reception** Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense