
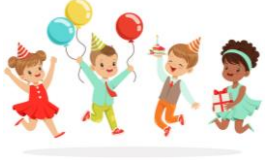






Reception Class long-term planning 2025-26

Curriculum Overview

Please note – This is a flexible yearly plan which may be changed and/or developed in accordance with children’s ideas and interests. Any planned activities will always reflect the seven key features of effective practice. It is also crucial that all planning and assessment is underpinned by the three characteristics of effective learning.

	2 nd Sept – 24 th Oct INSET: 1 st Sept	4 th Nov – 19 th Dec INSET: 3 rd Nov	5 th Jan – 13 th Feb	23 rd Feb – 27 th March	13 th April – 22 nd May MAY DAY: 4 th May	1 st June – 17 th July INSET: 19 th & 22 nd June
	73 days		55 days		62 days	
Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Suggested topic	A is for animals 	Celebrations 	Let's go! 	Food glorious food 	Once upon a time... 	Our wonderful world 
Seasonal	Starting school Autumn Harvest	Bonfire Night Diwali Winter Christmas	Winter	Spring Mother's Day Easter World Book Day	Summer	Sports Day Father's Day End of year celebration assembly
RE	Myself, Welcome, Birthday Judaism		Celebrating, Gathering, Growing		Good News, Friends, Our World, Islam	
Educational Visits/Visitors/Enhancements	Key Person tea party St Francis of Assisi church Post letter to Father Christmas More TBC		Easter bonnet parade Emergency service visit Explore staff vehicles Food making and tasting More TBC		Fairytale ball The big clean up – recycling Junk modelling sculpture More TBC	
Communication & Language	<ul style="list-style-type: none"> . Understand how to listen carefully and why listening is important . Learn new vocabulary . Develop social phrases . Engage in storytimes . 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 . Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words 		<ul style="list-style-type: none"> . 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 . Use new vocabulary in different contexts . Engage in non-fiction books 		<ul style="list-style-type: none"> . Articulate their ideas and thoughts in well-formed sentences . Connect one idea or action to another using a range of connectives . Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen . Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	
PRIME						

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Personal, Social & Emotional Development PRIME	<ul style="list-style-type: none"> . See themselves as a valuable individual . Express their feelings and consider the feelings of others . Manage their own needs - personal hygiene 	<ul style="list-style-type: none"> . Identify and moderate their own feelings socially and emotionally . Think about the perspectives of others . Build constructive and respectful relationships 	<ul style="list-style-type: none"> . Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian . Show resilience and perseverance in the face of challenge
Physical Development PRIME	<ul style="list-style-type: none"> . 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 . Combine different movements with ease and fluency . Develop overall body-strength, balance, co-ordination and agility 	<ul style="list-style-type: none"> . Progress towards a more fluent style of moving, with developing control and grace . 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 . 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 . Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing 	<ul style="list-style-type: none"> . Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group . Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball . 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
Literacy SPECIFIC	<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 	<ul style="list-style-type: none"> . 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 . Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment . Spell words by identifying the sounds and then writing the sound with letter/s 	<ul style="list-style-type: none"> . 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 . Form lower-case and capital letters correctly
Mathematical Development SPECIFIC	<ul style="list-style-type: none"> . Match, sort and compare . Talk about measures and patterns . It's me 1, 2, 3 . Circles and triangles . 1, 2, 3, 4, 5 . Shapes with 4 sides 	<ul style="list-style-type: none"> . Alive in 5 . Mass and capacity . Growing 6, 7, 8 . Length, height and time . Building 9 and 10 . Explore 3D shapes 	<ul style="list-style-type: none"> . To 20 and beyond . How many now? . Manipulate, compose and decompose . Sharing and grouping . Visualise, build and map . Make connections



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<p>Understanding the World</p> <p>SPECIFIC</p>	<ul style="list-style-type: none"> . Talk about members of their immediate family and community . Name and describe people who are familiar to them . Comment on images of familiar situations in the past . Explore the natural world around them 	<ul style="list-style-type: none"> . Recognise that people have different beliefs and celebrate special times in different ways . Recognise some similarities and differences between life in this country and life in other countries . Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> . Compare and contrast characters from stories, including figures from the past . Draw information from a simple map . Understand that some places are special to members of their community . Recognise some environments that are different from the one in which they live . Understand the effect of changing seasons on the natural world around them
<p>Expressive Arts and Design</p> <p>SPECIFIC</p>	<ul style="list-style-type: none"> . Explore, use and refine a variety of artistic effects to express their ideas and feelings . Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> . Create collaboratively, sharing ideas, resources and skills . Sing in a group or on their own, increasingly matching the pitch and following the melody . Develop storylines in their pretend play . Listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> . Watch and talk about dance and performance art, expressing their feelings and responses . Return to and build on their previous learning, refining ideas and developing their ability to represent them