

Reception Long Term Plan

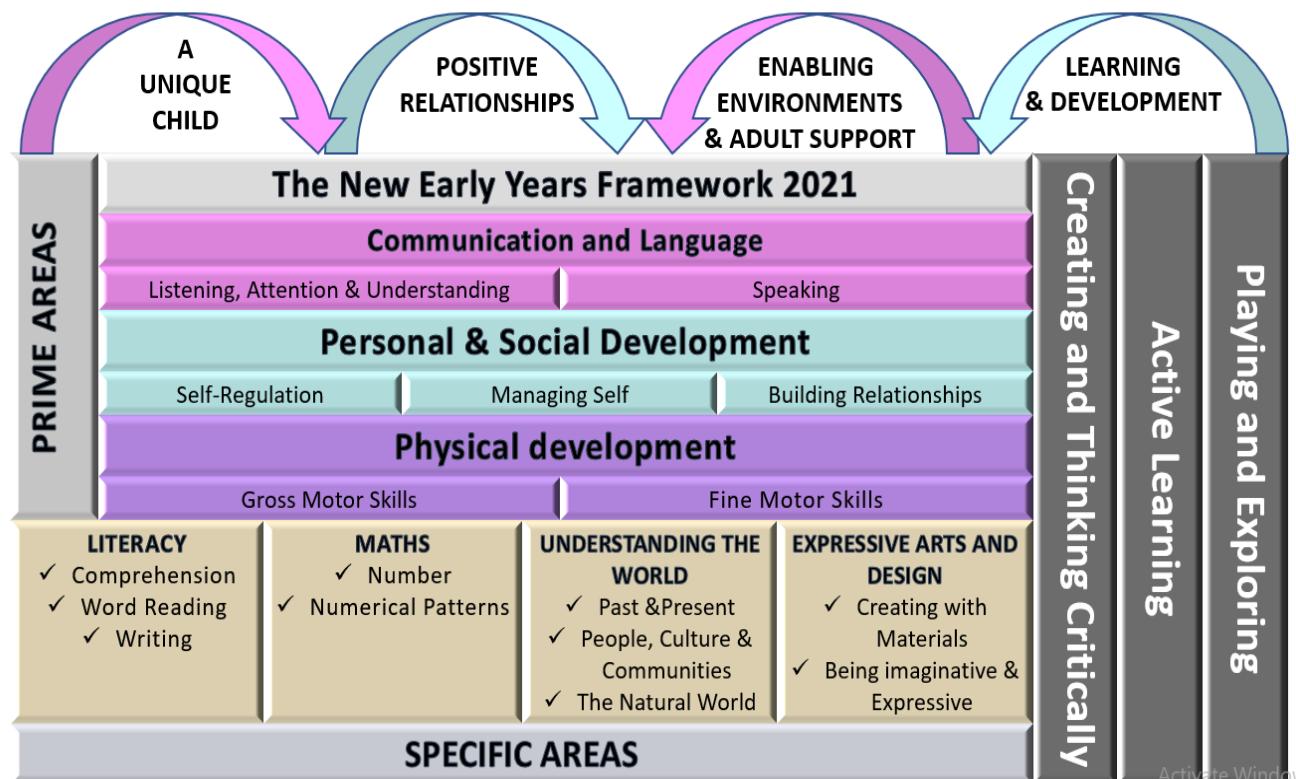
2025 - 2026



“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Statutory Framework for the Early Years Foundation Stage, DfE, March 2021)

In our Early Years Foundation Stage we seek to provide every child with **quality and consistency** so that every child makes good progress, a **secure foundation** through learning and development opportunities, **partnership working** between our practitioners and yourselves and **equality of opportunity** so that every child is included and supported.



Highweek Primary School and Nursery- Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
High quality Texts	Lucy & Tom Go to School The Colour Monster Goes to School So Much – Trish Cooke	The Little Red Hen Kipper's birthday Cinderella Stickman	A variety of traditional tales including - The Three Bears Little Red Hen My Mum is a Super Mum – Angela McAllister	The Hungry Caterpillar Rosie's Walk Jack & The Beanstalk Eat Up Gemma – Sarah Hayes The New Small Person – Lauren Child	Emma Jane's Aeroplane Walking Through The Jungle – Juile Lacome Handa's Surprise Superworm	The Singing Mermaid Sharing Shell The Snail and the Whale The Rainbow Fish What the Ladybird Heard at the Seaside Clean UP!
Cultural Capital / Enrichment	Environmental walk around school. Cooking	Nativity Diwali Visit to library National Nursery Rhyme Week Buckfast Abbey	National Storytelling week Chinese New Year Visit from the dentist Cooking Visit to Newton Abbot library Easter - Lent	Church Visit – Easter World Book Day British Science week activities Visit to Waterstones Mother's day tea	Road safety visit Male role model day Clever chef – healthy foods Lifecycle of a butterfly – insect lore Visit to Newton Abbot library	Family trip to the beach. Transition to Year 1 Sports day

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Maths: NCETM	<ul style="list-style-type: none"> Subitising Counting, cardinality and ordinality Composition Comparison <p>Numberblocks: 1 2 3 4, Stampolines, 3 little pigs</p>	<ul style="list-style-type: none"> Counting, cardinality and ordinality Composition Comparison <p>Numberblocks:</p>	<ul style="list-style-type: none"> Subitising Counting, cardinality and ordinality Composition Comparison <p>Numberblocks:</p>	<ul style="list-style-type: none"> Counting, cardinality and ordinality Composition Comparison <p>Numberblocks:</p>	<ul style="list-style-type: none"> Subitising Counting, cardinality and ordinality Composition Comparison <p>Numberblocks:</p>	<ul style="list-style-type: none"> Subitising Counting, cardinality and ordinality Composition Comparison <p>Numberblocks:</p>
Space, Shape and Measure	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.		Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.		Select, rotate and manipulate shapes in order to develop spatial reasoning skills	
Literacy Phonics – Read Write Inc Children will be working in different groups for Read Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and green, purple, pink and orange books for more confident readers throughout the year.	<p>RWI Set 1</p> <p>m a s d t i n p g o c k u b f e l h r</p> <p>Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.2)</p>	<p>RWI Set 1</p> <p>r j v w x y z sh th, ng, nk, qu</p> <p>Recap any single sounds from previous half term that show gaps in learning.</p> <p>Word time 1.3 – 1.4</p> <p>Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.3-1.4)</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Secure blending of words containing these sounds: sh th, ng, nk, qu</p> <p>Word time 1.5 – 1.6</p>	<p>Recap on any set 1 sounds (addressing sound gaps).</p> <p>Secure blending on words containing all set 1 sounds Children aught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>To be exposed to some common exception words:</p> <p>put, the, I, no, of, my, for, he</p>	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>To recall previous common exception words and be exposed to new common exception words:</p> <p>your, said, you, be, are</p>	<p>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.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy - Drawing club</p> <p>Drawing club is a time for children to choose to come and be creative with their imagination. After listening to a traditional tale, a well-known story or an animation from the past, the children are taken on an adventure with words, actions and descriptive drawings.</p> <p>The children use their imagination to create a theme, object or character from the story and they use their stories as a conversation starter to talk about what their picture means to them.</p> <p>They then choose a 'code' of numbers, letters or even words to bring magic into the drawing with their creative ideas!</p> <p>The drawings then have meaning and allow for purposeful mark making in the environment.</p>	Leaf man Dear Zoo Wacky races The gingerbread man	THE LITTLE RED HEN MR BENN – ZOOKEEPER Goldilocks ROSIE'S WALK CAPTAIN PUGWASH HANSEL AND GRETEL	THE HAIRY TOE ROADRUNNER JACK AND THE BEANSTALK RAPUNZEL PINK PANTHER	THE THREE LITTLE PIGS THE TIGER WHO CAME TO TEA TRAPDOOR Little red riding hood supereted	FARMER DUCK WILLO' THE WISP THREE BILLY GOATS GRUFF PENGUIN THE MAGIC ROUNDABOUT Portland Bill	POPEYE PIRATE PETE THE GIANT JAM SANDWICH BAT FINK WHITE HEN AND THE FOX NOT NOW BERNARD WACKY RACES THE MAGIC PORRIDGE POT WE'RE GOING ON A BEAR HUNT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Speaking, Listening and Discussion Communicate effectively showing awareness of listeners' needs Take turns in a pair</p> <p>Becoming a Reader Handle books carefully</p> <p>Word Reading Distinguish between different sounds to develop phonological awareness Recognise rhyme and alliteration to develop phonological awareness Identify and reproduce initial sounds in words they hear Respond quickly with the correct sound for graphemes (using phonemes taught so far)</p> <p>Planning, Composing and Evaluating <u>Write simple phrases and sentences that can be read by others</u> (ELG) Use a full stop to end a sentence</p> <p>Spelling Spell their own forename</p> <p>Handwriting and Presentation Develop strong gross and fine motor control</p>	<p>Speaking, Listening and Discussion Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop narratives or explanations by connecting ideas or events (often using conjunctions) Give their attention to what others say and respond appropriately, while engaged in another activity. <u>Make comments about what they have heard and ask questions to clarify their understanding</u> (ELG) Contribute ideas to class discussions Give their attention to what others say and respond appropriately, while engaged in another activity. <u>Make comments about what they have heard and ask questions to clarify their understanding</u> (ELG) Contribute ideas to class discussions</p> <p>Becoming a Reader Word Reading Respond quickly with the correct sound for graphemes (using phonemes taught so far)</p> <p>Planning, Composing and Evaluating <u>Write simple phrases and sentences that can be read by others</u> (ELG) Use a capital letter to begin a sentence Use a full stop to end a sentence</p> <p>Handwriting and Presentation Develop strong gross and fine motor control <u>Use a pencil with control</u></p> <p>Spelling Spell their own forename and surname</p>	<p>Speaking, Listening and Discussion <u>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</u> (ELG) <u>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</u> (ELG) <u>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</u> (ELG) <u>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</u> (ELG) <u>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</u> (ELG)</p> <p>Word Reading Respond quickly with the correct sound for graphemes (for all 40+ phonemes)</p> <p>Planning, Composing and Evaluating Write a short sequence of sentences, sometimes for a real purpose and audience <u>Demarcate some sentences with capital letters and full stops</u> (WTS KS1)</p> <p>Handwriting and Presentation <u>Use a pencil with control</u></p>			

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Personal, social, emotional development (Prime area)	Developing Friendships Finding solutions – understanding how others feel Developing a sense of community Understanding & following rules Developing confidence in new situations	Developing Friendships Finding solutions – understanding how others feel Developing a sense of community Understanding & following rules Developing confidence in new situations	Build constructive and respectful relationships Identify their own feelings Become more independent – manage own needs	Build constructive and respectful relationships Moderate feelings socially & emotionally Show resilience when faced with a challenge Understand the need for healthy food choices	Confidently & independently try new activities Show understanding of others feelings Work & play cooperatively, taking turns	Confidently & independently try new activities Work towards simple goals Explain the reasons for rules Work & play cooperatively, taking turns
Communication & Language (Prime area)	Listening to stories developing vocabulary Learning rhymes Develop conversation skills with adults & peers	Listening to stories developing vocabulary Understanding 'why' questions Learning rhymes Retell stories	Listening to stories developing vocabulary Listen & talk about stories to develop understanding Begin to use well formed sentences	Listening to stories developing vocabulary Asking questions to find out more – why? What? Where? When? Describe events in some detail (Chicks hatching)	Listening to stories developing vocabulary Participate in group & class discussions Ask questions about new learning	Listening to stories developing vocabulary Listen attentively during class discussions Use full sentences using the correct tense Extend sentences by using conjunctions

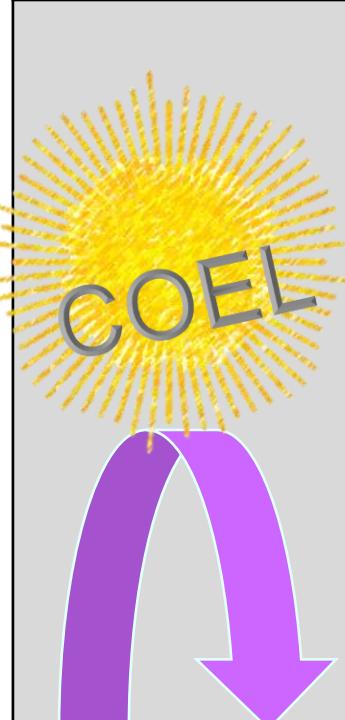
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development (Prime area)	<p>Using large muscle movements</p> <p>Eating independently using a knife and folk</p> <p>Becoming independent with dressing & putting on coats</p> <p>Developing a comfortable pencil grip / dominant hand</p>	<p>Use and remember sequences of pattern & movement</p> <p>Developing a comfortable pencil grip</p> <p>Becoming independent with dressing & putting on coats</p>	<p>Develop & refine ball skills</p> <p>Combine different movements</p> <p>Use fine motor skills to use a range of tools safely and confidently</p> <p>Begin to develop a handwriting style which is accurate and efficient</p>	<p>Develop & refine ball skills & become more confident</p> <p>Develop a fluent style of moving</p> <p>Confidently & safely use a range of apparatus</p> <p>Talk about things that make them healthy</p>	<p>Move energetically (running, jumping, dancing etc.)</p> <p>Negotiate space safely</p> <p>Demonstrate strength, balance and coordination</p> <p>Use a range of small tools</p>	<p>Move energetically (running, jumping, dancing etc.)</p> <p>Negotiate space safely</p> <p>Demonstrate strength, balance and coordination</p> <p>Hold the pencil effectively for writing and begin to show accuracy when drawing</p>
Understanding the World (Specific Area)	<p>Family & family history</p> <p>Which countries do our family members come from? Live?</p> <p>Change in seasons</p>	<p>Explore natural materials</p> <p>Understand the need to respect living things</p> <p>Exploring the natural world around us</p> <p>Change in seasons</p>	<p>Know that people have different beliefs and celebrate in different ways. (Chinese New Year)</p> <p>Explain some differences between life in this country and life in different countries. (Handa's Surprise)</p> <p>Baby to child</p>	<p>Describe what they see, hear & feel whilst outside.</p> <p>Life cycle of plant (bulb planting)</p> <p>Change in seasons</p>	<p>Know similarities & differences between things now and in the past.</p> <p>Know similarities and differences between contrasting environments</p> <p>Explore changes in matter (ice/water)</p> <p>Lifecycle of a butterfly</p>	<p>Know similarities & differences between things now and in the past</p> <p>Know similarities and differences between contrasting environments</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts & Design (Specific Area)	<p>Joining materials Drawing with increasing detail (Circles & detail for faces) Imaginative play /small world</p>	<p>Exploring different textures/collage Explore different materials Learn and sing songs Artist: Kandinsky</p>	<p>Explore & use a variety of artistic effects Create collaboratively & share ideas Develop storylines in play Explore and engage in music making Sing in a group or on their own</p>	<p>Explore & use a variety of artistic effects Move and talk about music Create collaboratively & share ideas Sing in a group or on their own Artist: Jackson Pollock</p>	<p>Sing a range of nursery rhymes & songs Make use of props when roleplaying Safely use & explore a variety of materials, tools & techniques</p>	<p>Sing a range of nursery rhymes & songs Share creations explaining the process Invent, adapt and recount stories in play Safely use & explore a variety of materials, tools & techniques Artist: Andy Goldsworthy</p>
British Values	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Explored through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>

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Assessment opportunities	RBA National Baseline Entry data on Insight Self portrait and Name writing – display Entry Phonics assessment EYFS team meetings – Focus children On going assessments – Tapestry observations / Feedback to whole staff meeting on entry data	EYFS weekly team meetings – Focus children / Feedback to Parents Phonics Data – assessment 1 (End of term) Cluster moderation On going assessments	EYFS weekly team meetings – Focus children / Feedback to Parents Phonics Data – assessment 2 (End of half term) On going assessments	EYFS weekly team meetings – Focus children Phonics Data – assessment (End of half term) On going assessments	EYFS weekly team meetings – Focus children Phonics Data – assessment 1 (End of half term) On going assessments	EYFS weekly team meetings – Focus children Reports Phonics assessments EOY data - GLD On going assessments Cluster moderation
Parental Involvement	Welcome meeting Home visits Tapestry involvement	Phonics / Reading workshop Nativity Parents Evening Tapestry Visit to Newton Abbot library EYFS weekly library	Tapestry involvement Weekly library Stay and Play Mystery reader Bear and hot chocolate Workshop on the ELG goals Visit to Newton Abbot library	Tapestry involvement Weekly library Stay and Read Mystery reader Bear and hot chocolate Visit to Waterstones Parents evening Mothers day tea	Tapestry involvement Weekly library Sports day Mystery reader Bear and hot chocolate Family beach day Visit to Newton Abbot library	Tapestry involvement Weekly library Display evening – Transition Book review book

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 <p>Over Arching Principles</p>	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>				
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>				

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Early Learning Goals – for the **end of the year**

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding 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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>