

 Long Term Plan Reception 2026/27 						
Term	Autumn		Spring		Summer	
Dates	Baseline Assessment Inset Tues-Weds 2 days + 7wks 1 st Sept – 23 rd October	Monday inset 4 days + 6wks 2 nd Nov – 18 th Dec	Monday inset 4 days + 5 wks 4 th Jan – 12 th Feb	Monday inset 5 wks 22 nd Feb – 25 th Mar	7wks – 1BH 12 th april – 28 th May	ELG Assessment 6 wks + 3 day 7 th June – 21 st July
	I do		We do		You do	
 Hook: Children are introduced to the Global Goal No Poverty through the idea of needs and wants. They explore what all people need to feel safe, cared for and healthy, such as food, water, clothing, a home, warmth, kindness and people who help them. Create two sorting areas: Things we need and Things we want. Children sort real objects, pictures and story examples, discussing why some things are essential and others are nice to have. Outcome: Children create a class “Kindness and Care” display showing the things people need and the ways we can help others in our community			Collaborative outcome: Children work together to plan a small act of giving back linked to the local community, such as collecting food bank items, making kindness cards, creating a donation box, or preparing a class collection for families who may need support. Invite a visitor from a local food bank, charity, church/community group or school pastoral team to talk to the children about how communities help one another.		What can we do to help others and show kindness in our community? Possible Outcomes: • Donate food or toiletries to a local food bank or community collection. • Sort toys, books or clothes at home and donate something that is still in good condition. • Make a kindness card or picture for someone who may need cheering up. • Help prepare or share food with family, neighbours or someone in the community. • Choose one small way to save or look after resources, such as not wasting food, water or electricity. • Share a story, drawing or photograph showing how they gave back or helped someone.	
	 Belonging, Feelings and Autumn Children learn about themselves and others by exploring identity, feelings, friendship, sharing and responsibility, while noticing seasonal changes linked to Autumn, harvest	 Difference, Kindness and Winter Celebrations Children learn that people, families and celebrations can be different, while exploring kindness, fairness, respect, anti-bullying, Diwali, Christmas, winter and how to stay safe.	 Storytelling, Creativity and Performance Children revisit and deepen their understanding of traditional tales and storytelling through retelling, performing, using expression and creating their own narratives, linking to key moments such as Shrove	 Wonder, Spring and New Life Children become curious about the natural world by exploring spring, growing, planting, bees, life cycles, Easter and new life, developing awe and wonder about change in the world around them.	 Journeys, Technology and Summer Adventures Children explore maps, journeys, transport, digital safety and people who help us, while noticing summer changes and developing confidence to ask questions and talk about the wider world.	 Fairness, Giving Back and New Beginnings Children explore No Poverty through needs and wants, fairness, sharing, kindness and community action, while reflecting on summer, transition and preparing emotionally for Year 1.

	and their new classroom community.		Tuesday, Lent and Lunar New Year.			
Key moments & celebrations	Sukkot (Judaism) Harvest Halloween Autumn	Diwali (Hinduism/Sikhi) Christmas (Christianity) Black History month Guy Fawkes Night Anti Bullying Week	Lent / Shrove Tuesday (Christianity) Lunar New Year	Holi (Hinduism) Easter (Christianity) British Science Week World Book Day Ramadan- Eid ul fitr (Islam)	AI Day Hajj (Islam)	Weddings and Baptisms Transition
Core Texts	What Makes Me a Me? — identity, uniqueness, self-talk, similarities and differences Bear Shaped — feelings, change, loss, comfort, friendship Pumpkin Soup — friendship, sharing, conflict, repairing relationships The Squirrels Who Squabbled — responsibility, turn-taking, wants/needs, managing impulses	Standing Up to Racism — difference, fairness, respect, anti-bullying Trolls Stink — online behaviour, kindness, words hurting others, digital safety Shu Lin's Grandpa — identity/family/culture Celebrations Around the World — belonging, cultural traditions, similarities and differences	The Gingerbread Man — repeated refrains, sequencing, oral retelling The Three Little Pigs revisit, then Mr Wolf's Pancakes — traditional tale knowledge, character comparison, humour Anansi and the Golden Pot — storytelling from another tradition, oral story structure, wisdom/morals The Story Orchestra: Carnival of the Animals — performance, music, movement, expression	Winnie-the-Pooh Helps the Bees — bees, pollination, helping, classic text Mrs Noah's Garden — planting, care, environment, habitats The Wonder — curiosity, imagination, noticing the world Tad — life cycles, change, growth, resilience	Martha Maps It Out — maps, local area, journeys William Bee's Things That Go — transport, vehicles, people who help us Chicken Clicking — digital safety, choices online Luna Loves Art — trips, galleries, places we can visit, responding creatively to the world	It's a No-Money Day - Direct link to No Poverty, food insecurity, needs and wants, kindness, dignity, community support The Invisible - Poverty, being unseen, empathy, compassion, noticing others, social justice Clean Up! - Giving back, community action, responsibility, children making change
Rhyme Time	Wind the Bobbin Up Round and Round the Garden Baa, Baa, Black Sheep	Twinkle, Twinkle Little Star Miss Molly Had a Dolly Humpty Dumpty .	The Grand Old Duke of York. Hey, Diddle, Diddle Pat-a-cake	Mary, Mary, Quite Contrary Incy Wincy Spider 1, 2, 3, 4, 5, Once I Caught a Fish Alive	The Wheels on the Bus Down at the Station Row, Row, Row Your Boat A Sailor Went to Sea	One, Two, Buckle My Shoe Jack and Jill Ring-a-ring-a-roses Hickory, Dickory, Dock
Trips and Visitors		St Paul's Church (TBC) Heathfield Court Care Home		Unicorn Theatre Creatures show		The Fenn Bell Conservation Project

Parental Engagement		Begin H.I.P observations Stay and Play Parents Evening	H.I.P observations	H.I.P observations Parents Evening	H.I.P observations	H.I.P observations End of Year Reports
Phonics (Little Wandle)	Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l New tricky words is l the	Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk New tricky words words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) put* pull* full* as and has his her go no to into she push* he of we me be	Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er New tricky words words with double letters • longer words was you they my by all are sure pure	Spring 2 Phase 3 graphemes No new tricky words Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end Review all taught so far	Summer 1 Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est New tricky words said so have like some come love do were here little says there when what one out today	Summer 2 Phase 4 graphemes No new tricky words Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words Review all taught so far
Handwriting (Little Wandle)	Unit 1: Practising patterns (week 1 – 4) Unit 2: Curly letter family (week 5, week 6, week 7)	Unit 3: Long letter family (week 8, week 9) Unit 4: Bouncy letter family (week 10, week 11) Unit 5: Zig-zag letter family (week 12, week 13)	Assess and review week Review lower-case letters as needed (Week 14) Unit 6: Capital letters	Assess and review week - Review capital letters as needed (Week 25) Unit 7: Digraphs and trigraphs	Unit 7: Digraphs and trigraphs	Assess and review week - Week 35 (onwards): Assess and review all letters as needed
Communication & language						
ELG Listening, Attention & 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 - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.				Readiness for Year 1 - Listen, respond and maintain attention during whole-class, group and story-based learning. - Follow multi-step instructions and classroom routines with increasing independence. - Take part in sustained back-and-forth conversations, staying on topic and building on others' ideas. - Speak clearly to explain, describe, recount, imagine and justify ideas using taught vocabulary. - Listen to and discuss stories, poems, rhymes and non-fiction, recalling key events, characters and vocabulary.		

Commented [CN1]: The Early Learning Goals identify the broad end-of-Reception outcomes children are assessed against. The Readiness for Year 1 statements do not replace the ELGs or create an additional checklist; instead, they show how children are beginning to apply their learning with greater independence, confidence and consistency. They act as a bridge into Key Stage 1 by making clear the knowledge, skills, behaviours and learning habits children need to carry forward into Year 1.

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.						
	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
Listening, Attention and Understanding	Children develop listening routines, give focused attention during story time and begin to respond appropriately to adults and peers.	Children listen to stories and discussions about difference, celebrations and safety, responding to questions and instructions with increasing confidence.	Children listen carefully to traditional tales, performances and peer retellings, following longer narratives and joining in with repeated refrains.	Children listen to explanations about growing, planting, bees and life cycles, using new vocabulary to show understanding.	Children listen to information about journeys, maps, transport, technology and people who help us, following instructions linked to practical tasks.	Children listen to and discuss ideas about fairness, needs, wants and giving back, responding thoughtfully to others' views.
Speaking	Children talk about themselves, their families, feelings, needs and experiences using increasingly clear speech and simple sentences.	Children use language to explain similarities, differences, celebrations, kindness and safe choices.	Children use story language, expression, role play and performance to retell, imagine and create narratives.	Children ask questions, describe observations and explain how things grow and change.	Children use language to describe journeys, maps, vehicles, technology and the roles of people who help us.	Children use talk to reason, explain opinions and discuss fairness, sharing and community action using because, so and if.
Vocabulary Development	Children build vocabulary linked to feelings, family, friendship, school routines, Autumn and harvest.	Children learn and use vocabulary linked to difference, respect, anti-bullying, celebrations, Diwali, Christmas, winter and safety.	Children develop storytelling vocabulary linked to characters, settings, problems, solutions, repeated phrases, performance and traditional tales.	Children develop vocabulary linked to spring, planting, gardens, bees, life cycles, growth, change and new life.	Children develop vocabulary linked to maps, journeys, transport, technology, occupations, emergency services and the local area.	Children develop vocabulary linked to poverty, needs, wants, fairness, sharing, greed, kindness, giving back, transition and change.
Conversation and Discussion	Children begin to take part in back-and-forth conversations, sharing ideas about themselves and listening to others.	Children ask and answer who, what, where, why and how questions linked to stories, celebrations and safe choices.	Children talk with partners and groups to retell stories, take on roles, rehearse ideas and share performances.	Children ask relevant questions and offer explanations about the natural world, growing and change.	Children make links to their own experiences when discussing journeys, places, transport, technology and people who help us.	Children take part in simple debate and discussion about fairness, sharing, needs and wants, building on others' ideas.
PSED						
ELG Self-Regulation - 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.			Readiness for Year 1 - Following classroom routines and expectations independently. - Taking turns, sharing and cooperating with others during learning and play. - Showing confidence to try new activities and challenges.			

- 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. Managing Self - Be confident to try new activities and show independence, resilience - and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs. - Talking about their feelings and recognising the feelings of others. - Building positive friendships and playing collaboratively. - Listening carefully to adults and peers and responding appropriately. - Managing their own personal needs, such as dressing, toileting and handwashing. - Demonstrating resilience when tasks are difficult and persevering when faced with challenges. - Beginning to solve minor disagreements with support and use kind words and actions. - Showing increasing independence in selecting resources and completing tasks. - Taking responsibility for their belongings and learning environment. - Understanding the importance of being respectful, kind and safe.						
Progression Strand	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
Self-Regulation	Children name and talk about feelings, begin to manage transitions and learn strategies to help them feel calm and ready.	Children explore how words and actions affect others, developing empathy, kindness and anti-bullying behaviours.	Children manage feelings linked to performing, taking turns, sharing roles and working collaboratively.	Children show patience, care and responsibility when observing plants, animals and life cycles over time.	Children manage excitement, risk and safety when exploring journeys, technology, visitors and wider-world experiences.	Children talk about fairness, empathy and transition, using taught strategies to manage change and new beginnings.
Managing Self	Children learn classroom routines, expectations and how to become responsible members of their Reception community.	Children understand why rules keep people safe and begin to make respectful choices in different situations.	Children develop confidence and resilience by taking part in storytelling, role play and performance.	Children show perseverance and independence through planting, caring for living things and observing change.	Children develop independence, curiosity and confidence when exploring maps, technology and people who help us.	Children reflect on their strengths, achievements and next steps as they prepare for Year 1.
Building Relationships	Children build secure relationships with adults and peers through friendship, sharing, turn-taking and caring for others.	Children learn to respect similarities and differences, showing kindness towards people with different families, cultures and experiences.	Children work cooperatively in pairs and groups to retell stories, create narratives and perform together.	Children collaborate to investigate, plant, observe and care for the natural world.	Children work with others to solve problems, follow maps, explore roles and discuss safe choices.	Children explore how communities help one another and take part in giving-back actions linked to No Poverty.
Health and Self-Care	Children practise personal routines such	Children talk about keeping safe and healthy	Children develop awareness of body	Children learn how food, exercise, sleep,	Children revisit safe choices linked to roads,	Children prepare for Year 1 by managing

	as toileting, handwashing, dressing and managing belongings with increasing independence.	during winter, celebrations and changes in routine.	movement, rest, performance confidence and looking after themselves during busy activities.	hygiene and outdoor experiences support health and wellbeing.	journeys, digital technology and trusted adults.	self-care, belongings, routines and asking for help when needed.
Physical Development						
ELG				Readiness for Year 1		
Gross Motor - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor - 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, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.				- Holding a pencil using tripod grip and using it with increasing control. - Forming most letters correctly and beginning to write with fluency. - Using scissors, tools and equipment safely and effectively. - Demonstrating good hand-eye coordination during a range of activities. - Moving confidently in different ways, including running, jumping, hopping and balancing. - Showing coordination and control when using large and small equipment. - Managing their own personal care, including dressing and undressing independently. - Putting on and fastening coats, shoes and other clothing with increasing independence. - Understanding the importance of healthy eating, exercise and good hygiene. - Using the outdoor environment safely and confidently. - Sitting appropriately for focused learning activities and maintaining attention for longer periods. - Showing increasing stamina and resilience during physical activities and daily routines.		
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Gross Motor: Space, Balance and Coordination	Children learn to move safely around indoor and outdoor spaces, developing awareness of others and classroom routines.	Children develop control, balance and coordination through winter movement, dance, games and outdoor play.	Children use movement, gesture and body control to perform stories, characters and music.	Children develop strength, balance and coordination through gardening, digging, carrying, climbing and outdoor exploration.	Children move safely through journey-based play, obstacle routes, maps, bikes, scooters and transport-themed activities.	Children apply movement skills with increasing independence through team games, transition activities and outdoor summer experiences.
Move Energetically	Children build stamina through daily outdoor provision, Autumn walks, climbing,	Children move energetically through dance, celebration movement, winter games	Children move expressively through storytelling,	Children sustain physical activity through spring walks, gardening, outdoor	Children use energetic movement in travel, transport and people-who-help-us role play.	Children sustain movement for longer periods and understand

	running, jumping and active play.	and large-scale construction.	performance, music and role play.	investigation and active exploration.		how exercise supports health and wellbeing.
Fine Motor: Pencil Grip and Control	Children develop hand strength and control through mark making, name writing, drawing, threading, playdough and Autumn materials.	Children use tools and mark making to create cards, patterns, decorations, labels and drawings linked to celebrations and winter.	Children develop control through story maps, character drawings, props, puppets, masks and simple writing linked to tales.	Children use pencils, brushes, scissors and tools to draw, label, plant, measure and record observations.	Children use fine motor skills to create maps, signs, tickets, vehicles, messages and digital safety posters.	Children apply pencil control and tool use for meaningful writing, giving-back projects, transition work and Year 1 readiness.
Tools and Fixings	Children explore scissors, glue, tape, construction materials and natural objects safely.	Children use tools and materials to make celebration items, winter artwork and purposeful creations.	Children select and use tools to make props, puppets, costumes and story settings.	Children use tools for planting, gardening, cutting, joining and creating natural-world models.	Children design and make vehicles, maps, emergency equipment and simple models using a range of fixings.	Children select tools and materials with increasing independence to create outcomes linked to community, transition and celebration.
Literacy						
ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. - 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. - 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. Write simple phrases and sentences that can be read by others.				Readiness for Year 1 - Listening carefully to stories, poems and non-fiction texts. - Talking about books they have enjoyed and discussing key events and characters. - Retelling familiar stories in their own words. - Using phonics knowledge to read simple words and sentences. - Recognising and reading common tricky words. - Reading simple books with increasing confidence and fluency. - Understanding what they have read and answering simple questions about a text. - Giving meanings for new vocabulary encountered in stories and discussions. - Writing recognisable letters, most of which are correctly formed. - Writing simple words and sentences using their phonic knowledge. - Beginning to use finger spaces between words. - Re-reading their own writing to check that it makes sense.		
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Little Wandle Phonics	Children begin Phase 2, learning GPCs: s a t p / i n m d / g o c k / c k e u r / h b f l. Children are	Children continue Phase 2, learning GPCs and digraphs: ff ll ss j / v w x y / z zz qu ch / sh th ng nk. Children learn tricky	Children begin Phase 3, learning GPCs: ai ee igh oa / oo oo ar or / ur ow oi ear / air er. Children also read	Children review and secure Phase 3, including all taught digraphs/trigraphs, words with double	Children begin Phase 4, reading short vowel words including CVCC, CCVC, CCVCC, CCCVC and CCCVCC words,	Children continue and secure Phase 4, reading long vowel sound words, longer words, words ending in -s and

	introduced to tricky words including is, I, the.	words including put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.	words with double letters and longer words. Tricky words include was, you, they, my, by, all, are, sure, pure.	letters, longer words, words with two or more digraphs, compound words and words ending in -ing, -s and -es.	longer words, compound words and root words ending in -ing, -ed and -est. Tricky words include said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.	-es, and root words ending in -ing and -ed. Children review all tricky words taught so far and secure spelling.
Word Reading	Children begin to orally blend, recognise taught graphemes and read simple words matched to their phonic knowledge.	Children read words and captions using Phase 2 GPCs, digraphs and tricky words with increasing confidence.	Children read words, captions and simple sentences containing Phase 3 digraphs, trigraphs and tricky words.	Children apply Phase 3 knowledge to longer words and words with more than one digraph, building fluency and confidence.	Children read Phase 4 words with adjacent consonants, longer words and compound words, applying phonics with increasing independence.	Children consolidate Phase 4 reading, applying phonic knowledge to longer words, sentences and purposeful reading linked to texts, transition and wider learning.
Handwriting	Children develop the foundations for handwriting through the Ready to Write checklist, motor development and practising patterns. They move into lower-case letter families, beginning with curly, long, bouncy and zig-zag letters.	Children continue lower-case letter formation in families, using assessment to reteach and review as needed. The focus is on accurate starting points, direction, pencil control and consistent formation.	Children begin capital letter formation, reviewing lower-case letters alongside capitals. Children practise capital and lower-case pairs such as Cc, Aa, Dd, Gg, Oo, Qq, Ee, Ss, Ff, Ll, Ii, Tt, Jj, Uu, Yy.	Children continue capital letter formation and review, including Mm, Nn, Rr, Bb, Pp, Hh, Vv, Ww, Xx, Zz, Kk, developing accuracy, control and confidence.	Children practise letter formation in digraphs and trigraphs, including ff, ll, ss, zz, ck, qu, ch, sh, th, ng, nk, ai, ee, igh, oa.	Children continue practising handwriting through digraphs, trigraphs and words, including oo, ar, or, ur, ow, oi, ear, air, er, with ongoing assessment and review of all letters as needed.
Rhyme Time / Phonological Awareness	Children establish phonics and reading routines, then begin Rhyme Time from around Week 4. Rhymes support listening, syllables, rhyme, alliteration and sound knowledge.	Children continue to learn and perform rhymes by heart, using them to support oral blending, rhythm, rhyme, alliteration and awareness of sounds in words.	Children use rhymes, songs and repeated refrains to support storytelling, performance, rhythm, voice and expression.	Children revisit rhymes linked to spring, animals, growing and new life where appropriate, using them to strengthen sound awareness and vocabulary.	Children use rhymes and songs linked to journeys, movement, transport and people who help us where appropriate, continuing to build a bank of known rhymes.	Children revisit favourite rhymes from across the year, performing them with confidence and using them to consolidate phonological awareness before Year 1.

Commented [KH2]: Candice, please remind me why the rhyme time is highlighted, I've forgotten!

Commented [KH3R2]: @Candice Nembhard

Comprehension	Children develop enjoyment of books, join in with repeated phrases and talk about characters, feelings and events in stories linked to identity, friendship and Autumn.	Children listen to and discuss stories linked to difference, kindness, celebrations, winter and safety, answering questions and making links to their own experiences.	Children retell, sequence and perform traditional tales, using story language, repeated refrains and expression.	Children use fiction and non-fiction texts to ask questions and explain what they have learned about spring, growing, bees, gardens and life cycles.	Children use stories and information texts to find out about journeys, maps, transport, technology and people who help us.	Children discuss moral and social themes in stories linked to poverty, fairness, sharing, giving back and transition.
Writing	Children give meaning to marks and begin to use taught phonics to write names, labels and simple words linked to themselves, their play and Autumn experiences.	Children give meaning to marks and begin to use taught phonics to write names, labels and simple words linked to themselves, their play and Autumn experiences.	Children give meaning to marks and begin to use taught phonics to write names, labels and simple words linked to themselves, their play and Autumn experiences.	Children give meaning to marks and begin to use taught phonics to write names, labels and simple words linked to themselves, their play and Autumn experiences.	Children give meaning to marks and begin to use taught phonics to write names, labels and simple words linked to themselves, their play and Autumn experiences.	Children give meaning to marks and begin to use taught phonics to write names, labels and simple words linked to themselves, their play and Autumn experiences.
Mathematics						
ELG - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) 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. - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.				Readiness for Year 1 - Counting confidently forwards and backwards within 20. - Recognising, ordering and comparing numbers to 10 and beyond. - Understanding the composition of numbers and how numbers can be made in different ways. - Automatically recalling number bonds to 5 and some number bonds to 10. - Solving simple addition and subtraction problems using practical resources and mental strategies. - Identifying one more and one less than a given number. - Recognising and continuing simple patterns. - Comparing quantities using language such as more, fewer, greater than and less than. - Exploring and describing 2D and 3D shapes using mathematical vocabulary. - Measuring and comparing length, height, weight, capacity and time using everyday language. - Using mathematical language to explain their thinking and solve problems. - Applying their mathematical understanding during play and real-life situations.		

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White Rose sequence	Getting to Know You Match, Sort and Compare Talk About Measure and Patterns	It's Me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 Sides	Alive in 5 Mass and Capacity Growing 6, 7, 8	Length, Height and Time Building 9 and 10 Explore 3-D Shapes	To 20 and Beyond How Many Now? Manipulate, Compose and Decompose	Sharing and Grouping Visualise, Build and Map Make Connections Consolidation
Number and numerical patterns	Children count, compare, match, sort and notice patterns through daily routines, classroom resources, Autumn collections and practical play.	Children develop understanding of numbers 1–5, subitising, counting, comparing and representing amounts through stories, celebrations and winter contexts.	Children deepen number understanding through 0–8, comparing quantities, composition and practical problems linked to stories, performance and role play.	Children build understanding of 9 and 10, counting, comparing, composition and number patterns through spring, growing, planting and life-cycle contexts.	Children extend counting beyond 10 and begin to explore numbers to 20 and beyond through journeys, maps, transport, stops, routes and real-life problems.	Children apply number knowledge through sharing, grouping, fair shares, collections, giving-back projects and practical problems linked to needs, wants and fairness.
Comparison, measure and pattern	Children compare size, amounts, length, weight and capacity informally, using language such as more, fewer, same, bigger, smaller, full and empty.	Children compare quantities, shapes and patterns through celebrations, decorations, winter objects, songs and practical experiences.	Children explore mass and capacity through story contexts, cooking, role play, props and practical comparison activities.	Children compare length, height and time through growing plants, observing change, measuring shoots, sequencing events and daily routines.	Children use comparison and pattern in maps, routes, vehicles, journeys, wheels, signs and repeated designs.	Children apply comparison, measure and pattern through sharing resources, organising donations, creating collections and preparing for transition.
Shape, space and spatial reasoning	Children explore sorting, matching, position and spatial language through construction, classroom routines and Autumn materials.	Children name, describe and compare circles, triangles and shapes with four sides through festive patterns, decorations, buildings and artwork.	Children use spatial language and shape knowledge to build story settings, houses, bridges, props and performance spaces.	Children explore and describe 3-D shapes through construction, gardens, habitats, containers and natural-world models.	Children manipulate, compose and decompose shapes through maps, routes, vehicles, buildings and designing journeys.	Children visualise, build and map with increasing independence, making connections across shape, space, number and real-life problem solving.
Mathematical language and reasoning	Children begin to explain their thinking using simple mathematical language during play,	Children explain what they notice about numbers, shapes, patterns and groups using full	Children use mathematical language to solve practical problems in	Children explain changes, comparisons and patterns linked to growing, time,	Children reason about routes, positions, quantities, changes and designs using maps,	Children explain their mathematical thinking with increasing confidence, making links between number,

	routines and adult-led learning.	sentences with adult support.	stories, role play, music and performance.	height, length and number.	technology and transport contexts.	shape, measure, sharing, fairness and real-life experiences.
Understanding the world						
ELG Past & Present - 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. People, Culture & Communities - 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. - 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. The Natural World - 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.				Readiness for Year 1 - Talking about themselves, their families and people who are important to them. - Recognising similarities and differences between people, communities and traditions. - Understanding and following simple rules that help keep themselves and others safe. - Exploring and describing changes in the seasons and the natural world. - Observing plants, animals and living things in their environment. - Asking questions and showing curiosity about the world around them. - Talking about past and present events in their own lives and the lives of people around them. - Recognising that people celebrate different events and festivals in different ways. - Using simple geographical language to describe places and features in their local environment. - Exploring maps, photographs and other sources of information about the world. - Using technology safely and purposefully to support learning. - Making observations, predictions and comments about what they discover through exploration and investigation.		
	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
Past and Present	Children talk about themselves, their families, memories and familiar routines, noticing how they have changed over time.	Children explore past and present through family traditions, celebrations, Diwali, Christmas and winter routines.	Children explore traditional tales, familiar stories and storytelling traditions, comparing characters and events.	Children observe change over time through planting, growing, life cycles and seasonal change.	Children talk about journeys, places, occupations and technology, comparing past and present experiences where appropriate.	Children reflect on their Reception year, changes over time and their transition into Year 1.
People, Culture and Communities	Children talk about their families, homes, school community and what makes them unique.	Children learn about different families, cultures, communities and celebrations, developing	Children encounter stories from different traditions and cultures, exploring how stories	Children explore how people care for plants, animals and the environment in	Children explore the local area, maps, transport, occupations and people who help communities.	Children learn about community support, food banks, fairness, needs and wants

		respect for similarities and differences.	are shared and performed.	their community and beyond.		through the Global Goal No Poverty.
The Natural World	Children observe Autumn, harvest, weather, leaves, seasonal colours and changes in the outdoor environment.	Children observe winter, light, dark, cold weather and seasonal changes linked to celebrations.	Children use stories and outdoor provision to notice materials, settings, weather and imaginative worlds.	Children explore spring, planting, gardens, bees, tadpoles, life cycles, habitats and new life.	Children observe summer changes, weather, outdoor spaces and environmental features linked to journeys and the local area.	Children revisit summer, caring for the environment and how people can look after shared spaces and resources.
Technology and Digital Awareness	Children use simple technology as part of classroom routines and begin to understand that technology has a purpose.	Children learn about safe choices, trusted adults and how words and actions can affect others, including in digital contexts.	Children use technology to listen to music, record performances or support storytelling where appropriate.	Children use simple digital tools to observe, photograph or record growing and change.	Children explore technology through maps, transport, communication, digital safety and people who help us.	Children use technology purposefully to share learning, reflect on the year and support transition.
Expressive Art and Design						
ELG Creating with Materials - 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. Being Imaginative & Expressive - 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.				Readiness for Year 1 - Exploring and using a range of materials, tools and techniques to create artwork. - Drawing, painting, sculpting and constructing with increasing control and purpose. - Talking about their creations and explaining the ideas behind their work. - Experimenting with colour, texture, shape, form and pattern. - Using their imagination to develop ideas through art, music, dance and role play. - Singing familiar songs, rhymes and chants with confidence. - Keeping a simple beat and responding to music through movement. - Performing songs, stories and dances for others. - Engaging in imaginative play and acting out experiences, stories and interests. - Creating narratives and scenarios in small-world, role-play and creative activities. - Sharing ideas and collaborating with others on creative projects. - Showing confidence in expressing themselves through a variety of creative experiences.		
	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
Creating with Materials	Children explore materials, colour,	Children create artwork, patterns, decorations and	Children design and make props, puppets,	Children use natural materials,	Children design and make maps, vehicles,	Children create purposeful outcomes

	texture and mark making to represent themselves, feelings, friendships and Autumn.	models linked to celebrations, winter, light, colour and cultural traditions.	masks, story settings and character representations.	observational drawing, painting, collage and construction to represent spring, plants and life cycles.	signs, buildings and technology-inspired creations.	linked to giving back, community, transition and celebration.
Art and Design Techniques	Children practise drawing, painting, printing, cutting, joining and constructing through self-portraits, Autumn art and classroom displays.	Children develop techniques through celebration crafts, winter artwork, pattern making, colour mixing and collaborative displays.	Children use techniques to create story worlds, costumes, instruments, puppets and performance resources.	Children develop observational skills and techniques through drawing plants, insects, animals, gardens and seasonal changes.	Children apply techniques to create maps, routes, vehicles, emergency settings and models of the local area.	Children select and refine techniques independently to create outcomes linked to memories, community and transition.
Being Imaginative and Expressive	Children use role play, music, songs and movement to express feelings, family experiences and classroom routines.	Children use music, dance, role play and imaginative play linked to celebrations, winter, kindness and safety.	Children perform stories, songs and music using voice, movement, gesture, expression and role play.	Children use imaginative play, music and movement to represent growth, animals, bees, gardens and life cycles.	Children use role play and small world to explore journeys, transport, technology and people who help us.	Children use performance, role play and storytelling to reflect on fairness, giving back, memories and new beginnings.
Drama, Role Play and Performance	Children begin to take on familiar roles linked to home, school, family and friendship.	Children role play celebrations, family traditions, safe choices and scenarios linked to kindness and respect.	Children adapt and retell known narratives, negotiate roles and perform to others.	Children create imaginative scenarios linked to gardens, animals, growing and caring for living things.	Children take on roles linked to journeys, occupations, emergency services and technology.	Children use drama and storytelling to explore moral choices, community action and transition to Year 1.
Forest School						
	Children are introduced to Forest School routines, boundaries and safety rules. They learn how to explore the space safely, care for wildlife and notice signs of Autumn.	Children continue to develop safe use of the Forest School area, including using simple tools with support. They explore natural materials, make bird food and create artwork linked to Autumn and Winter.	Children revisit Forest School safety and observe seasonal change. They explore winter, keeping warm, positional language and early signs of Spring in the outdoor environment.	Children develop curiosity about the natural world by exploring the pond area, identifying signs of Spring, discussing what they notice and learning how to stay safe near water.	Children use natural materials to explore repeating patterns, texture and collage, developing observation, vocabulary, fine motor control and creative design.	Children learn how to care for animals and habitats in Forest School. They make bird food, visit the bird hide, observe pond life and think about how to look after living things.

	Computing inc E-safety					
	Computer Systems and Networks / E-safety: Children are introduced to technology routines and learn that they must ask an adult before using devices. They begin to use touchscreens safely, learning that their finger controls movement on the screen.	Media / E-safety: Children use iPads with adult support to take photographs of learning, celebrations and seasonal change. They learn that we ask permission before taking photos, using devices or going online.	Coding / Sequencing / Media: Children explore simple sequencing through stories, instructions and movement, learning that steps need to be in the correct order. They may use iPads to record voice notes, photos or short videos of performances.	Data Handling / Media: Children use technology to observe and record signs of spring, plants, animals and life cycles. They sort and group real objects, images or photos by features such as colour, size, type or where they belong.	Computer Systems and Networks / E-safety / Media: Children use iPads more confidently to take photographs, scan QR codes with adult support and explore maps, journeys and people who help us. They revisit asking permission and making safe choices online.	Media / E-safety / Data Handling: Children apply their developing iPad skills to document giving-back projects, transition memories and reflections. They use photos, drawings or voice recordings to share what they have learned and revisit how technology helps us communicate safely.