

**Year Group : Reception**

**Long Term Plan Term: Autumn 1**

**Topic: Me, Myself and I**

**Playing and Exploring**

Begin to explore classrooms, showing curiosity about objects, events and people  
Use senses to explore the world around them  
Engage in open-ended activities  
Show particular interests

**Creating and Thinking Critically**

Begin to develop their own ideas in creative play.  
Make links between experiences (e.g., home and school).  
Explore different ways to solve simple problems.

**Active Learning**

Initiate activities  
Seek new challenges and experiences  
begin to show a “can do” attitude  
begin to taking a risk, engaging in new experiences, and learning by trial and error

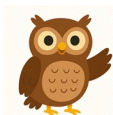
**Understanding the World**

Talk about themselves and their families.  
Recognise similarities and differences between themselves and others.  
Begin to talk about their local environment and classroom setting.  
Explore seasonal changes in autumn (e.g., leaf colours, weather).  
Use technology purposefully, e.g., interactive whiteboard, listening centre.  
Begin to use mouse and keyboard.  
Discuss how we have grown and changed

**Our Woodland Values: Focus - Respect**



***Horrace the Hedgehog – “I treat everyone kindly and carefully.”***



**Building Relationships and Self Regulation**

Begin to follow simple class routines with verbal or visual prompts  
Beginning to identify and name their own emotions with adult support  
Accepting adult direction and support in moments of frustration or disappointment.  
Begin to use calm-down strategies modelled by adults  
Wait for their turn with increasing patience.  
Resolve simple conflicts with support from an adult.

**Expressive Arts and Design**

Explore colour mixing and painting self-portraits.  
Use different materials to create representations of themselves and their homes.  
Sing familiar nursery rhymes and action songs.  
Engage in imaginative play in role-play areas .  
Explore musical instruments and how sounds can be changed.

**Personal, Social and Emotional Development**

Build relationships with peers and familiar adults.  
Show awareness of classroom rules and routines.  
Begin to develop independence in managing personal needs.  
Recognise and express their own emotions appropriately.  
Take turns and share resources with increasing independence.  
Show confidence in exploring the classroom environment

**Physical Development**

Develop fine motor control through mark-making and using classroom tools.  
Show awareness of space and move safely during indoor and outdoor play.  
Begin to manage self-care routines  
Build gross motor skills through climbing, balancing and games.  
Use tools such as scissors, pencils, etc, with increasing control.  
Real P.E focus on Co-ordination

**Communication and Language**

Listen carefully to adults and peers in group and 1:1 settings.  
Follow simple instructions and routines.  
Begin to understand and use vocabulary related to emotions, body parts, family, and routines.  
Take part in small group discussions about themselves and their families.  
Use talk to describe experiences, likes and dislikes.

**Literacy**

Listen to and enjoy a range of stories about school, families, and feelings (e.g., *Starting School, Owl Babies, The Colour Monster*).  
Recognise their own name and begin to write it.  
Join in with repeated refrains in stories and rhymes.  
Begin RWI whole class speed sound sessions (introducing individual phonemes and initial blending).

**Assessment and Moderation**

Baseline – school  
Reception Baseline Assessment  
Wellcomm Screen  
RWI assessments half termly  
Neli Assessment  
Pupil Progress - half termly

**Mathematics—Maths Mastery**

Recognise, count and subitise numbers to 3, then 5.  
Explore numbers using real objects and fingers.  
Match numeral to quantity (1 to 3).  
Understand 1:1 correspondence (e.g., one object per number).  
Recognise and name basic 2D shapes in play.  
Use comparative language: big/small, more/less, full/empty.

**Year Group : Reception**

**Long Term Plan Term: Autumn 2**

**Topic: Let's Celebrate**

**Playing and Exploring**

Show enthusiasm when trying new cultural activities.  
Take on new roles in imaginative play.  
Engage with new sensory and festive materials.

**Creating and Thinking Critically**

Make choices in how to represent celebrations (e.g., choosing materials, colours, shapes).  
Talk about similarities and differences in celebrations.  
Begin to link past events to current experiences

**Active Learning**

Demonstrate resilience when learning new skills (e.g., using scissors, following routines).  
Maintain focus on tasks, such as crafts or performances.  
Take pride in finishing creative work and sharing it.

**Understanding the World**

Learn about a range of cultural and religious celebrations from their own and others' experiences.  
Talk about how people celebrate around the world.  
Use technology to find out about celebrations  
Explore materials and changes  
Observe seasonal changes in the natural world

**Our Woodland Values: Focus - Friendship**



***Saffie the Squirrel – "I'm a good friend to everyone."***



**Building Relationships and Self Regulation**

Identify and name a wider range of feelings (e.g., excited, nervous, proud).  
Talk about how celebrations make people feel and express their own experiences.  
Show increasing ability to wait their turn and share  
Begin to negotiate with peers in play and resolve conflicts with adult support.  
Recognise and celebrate the achievements of themselves and others.  
Show empathy during collaborative activities  
Understand that others may have different customs, beliefs, and traditions.  
Follow classroom rules and routines with increasing independence

**Expressive Arts and Design**

Create decorations, cards, and crafts for different festivals.  
Use a range of materials and textures to create.  
Sing and perform seasonal songs and rhymes  
Take on roles in imaginative play linked to celebrations  
Explore instruments and compose simple rhythms linked to celebratory sounds.

**Personal, Social and Emotional Development**

Talk about what makes themselves and others special.  
Understand and respect that people celebrate in different ways.  
Show increasing independence with routines and self-care.  
Begin to take responsibility for resources and tidy-up routines.  
Demonstrate growing awareness of classroom expectations.  
Begin to understand and use emotional vocabulary related to celebrations (e.g., excitement, proud, thankful).

**Physical Development**

Continue to develop fine motor control through festive craft and mark-making activities.  
Use tools and materials safely and with increasing skill  
Explore movement and dance related to celebrations  
Build core strength through outdoor play and climbing equipment.  
Practise dressing and undressing more independently (e.g., for PE or role play).

**Communication and Language**

Talk about their own experiences of celebrations  
Retell simple events or stories related to festivals  
Learn and use new topic-related vocabulary  
Respond to questions and engage in conversations about familiar and unfamiliar celebrations.  
Begin to ask questions about different cultural experiences.

**Literacy**

Share and discuss books about celebrations  
Sequence events in stories and their own lives  
Continue RWI Strong start – segmenting and blending CVC words.  
Begin to write simple labels or captions (e.g., card writing, names on pictures).  
Explore environmental print and purposeful writing in role-play areas (e.g., gift tags, invitations).

**Assessment and Moderation**

Baseline – school  
Reception Baseline Assessment  
Wellcomm Screen  
RWI assessments half termly  
Neli Assessment  
Pupil Progress - half termly

**Mathematics**

Count, recognise, and order numbers to 5, then 10.  
Compare quantities using language: more, fewer, the same.  
Explore composition of numbers to 5 (e.g., 2 and 3 make 5).  
Begin to understand part-whole concepts.  
Use 2D shapes to create pictures and patterns.  
Explore spatial awareness and position (in, on, under, behind).

**Year Group : Reception**

**Long Term Plan Term: Spring 1**

**Topic: Once Upon a Time**

**Playing and Exploring**

Engage in role play and puppet storytelling with imagination.  
Choose how to represent stories in art, music, or construction.  
Explore new versions of familiar tales with curiosity

**Creating and Thinking Critically**

Predict what might happen next in a story or create their own endings.  
Problem-solve using story scenarios (e.g., “What could the pigs do to stop the wolf?”).  
Compare characters and make connections across different tales

**Active Learning**

Stay focused on story-based tasks like building settings or creating books.  
Show resilience when reworking stories or solving simple narrative problems.  
Take pride in storytelling performances or creations

**Understanding the World**

Explore real-world links (e.g., materials for house building, healthy eating from *Goldilocks*).  
Compare settings and characters from different versions of the same tale.  
Talk about family traditions around storytelling.  
Discuss how people lived “long ago” in fairy tale settings.  
Use simple technology (e.g., listening centres, interactive storybooks, video retellings).  
Explore immediate environment and compare environments from stories and text.

**Our Woodland Values: Focus - Courage**



**Building Relationships and Self Regulation**

Initiating conversations and play with peers during storytelling, role play, or construction tasks.  
Playing cooperatively in shared story scenes, taking turns and negotiating roles (e.g., deciding who is the wolf or the princess).  
Offering help to peers  
Responding with empathy when characters or friends are sad, scared, or hurt.  
Giving compliments and encouragement during shared work.  
Managing disagreements constructively, seeking help if needed, or solving simple problems with others

**Expressive Arts and Design**

Design props, puppets, and costumes for traditional tales.  
Create artwork based on story settings (e.g., forests, castles, cottages).  
Explore musical sounds to represent characters (e.g., a drum for the giant, tinkling bells for fairies).  
Engage in role play and small world linked to stories.  
Act out stories and take part in story-based performances.  
Create Gruffalo art work

***Fern the Fox – “I’m brave enough to try!”***



**Personal, Social and Emotional Development**

Recognise how characters feel in traditional stories and relate these to their own feelings (e.g., scared, excited, sorry, kind).  
Begin to regulate their behaviour independently, e.g., making safe, kind choices during group play.  
Understand right and wrong through story morals  
Work cooperatively with peers in storytelling, puppet play, or role play.  
Resolve small disagreements through communication and turn-taking.  
Show care and empathy when discussing characters or re-enacting scenes.

**Physical Development**

Develop fine motor skills through cutting, drawing, threading, and using small world play.  
Use large construction to build settings from stories .  
Explore movement linked to story characters.  
Practise safe tool use during themed activities.  
Continue developing independence in dressing and hygiene routines



**Communication and Language**

Retell traditional stories with accuracy and expression using story language.  
Use new vocabulary related to story settings, characters, and actions.  
Sequence and describe story events using time connectives (e.g., first, then, next).  
Ask and answer questions about stories and characters.  
Engage in imaginative story-based conversations.

**Literacy**

Explore key story elements: beginning, middle, and end.  
Retell traditional tales orally and through drawing, sequencing, and writing.  
Use story maps and puppets to support independent storytelling.  
Begin to write simple sentences using known sounds .  
Continue RWI program in assessed groups.

**Assessment and Moderation**

RWI assessments half termly  
Moderation in school  
Pupil Progress - half termly  
Assessment Inputs half termly

**Mathematics**

Subitise and count numbers to 6–8.  
Explore composition of numbers to 8.  
Use number bonds to 5 confidently.  
Begin to use a number line and count on/back.  
Recognise, name, and describe 3D shapes.  
Compare size, weight, and capacity in practical contexts.

**Year Group : Reception**

**Long Term Plan Term: Spring 2**

**Topic: Up, up and away**

**Playing and Exploring**

Show curiosity about different types of transport and how they work.  
Explore a variety of materials and tools to make moving models or maps.  
Join in themed role play and imaginative journeys.

**Creating and Thinking Critically**

Predict and test how vehicles move on different surfaces or inclines.  
Compare and discuss transport in different contexts (e.g., city vs countryside, land vs air).  
Design and improve vehicle models based on their function (e.g., adding wings or wheels).

**Active Learning**

Stay focused when completing transport projects or building challenges.  
Persist when solving problems in group play (e.g., fixing broken tracks or sharing vehicles).  
Show pride in creative transport models or stories.

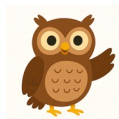
**Understanding the World**

Learn about different modes of transport: past, present, and future.  
Explore how transport helps people live and work in different places.  
Investigate forces and movement  
Use simple maps and globes to track journeys and explore where family or story characters travel.  
Use technology to explore real-life transport (e.g., watching videos of airports, trains, boats)

**Our Woodland Values: Focus - Determination**



***Bobby the Badger – “I never give up, even when it’s tough!”***



**Building Relationships and Self Regulation**

Work cooperatively to build vehicles, plan journeys, and share transport-related play resources.  
Take turns during games and group activities  
Recognise and manage feelings during shared play.  
Begin to show empathy and understanding of different types of journeys  
Follow multi-step instructions and rules in new routines or activities.  
Use strategies to calm down or ask for help when needed.  
Show confidence in talking to peers about their own travel experiences.

**Expressive Arts and Design**

Construct vehicles using junk modelling, blocks, or large outdoor materials.  
Create travel-themed music and movement (e.g., slow trains, fast cars).  
Design transport tickets, signs, or maps using a variety of media.  
Role-play in themed areas (e.g., airport, garage, bus station).  
Use songs and instruments to represent movement (e.g., "The Wheels on the Bus", rhythm for train sounds).

**Personal, Social and Emotional Development**

Begin to manage strong feelings during active and high-energy play.  
Identify how it feels to be in control or out of control and apply calming techniques.  
Use visual and verbal cues to follow multi-step instructions.  
Stay focused during small-group tasks, learning to ignore distractions.  
Begin to adapt behaviour based on what the environment or group needs.  
Reflect on journeys they've experienced or imagined and express how they felt.

**Physical Development**

Develop fine motor skills through drawing maps, assembling vehicles, and writing labels.  
Use large-scale construction to create transport settings  
Practise movement patterns through obstacle courses or themed gross motor games (e.g., flying, driving, sailing).  
Continue to improve self-care skills.  
Use bikes, scooters, or wheeled toys with control and awareness of space.

**Communication and Language**

Talk about past and future journeys (e.g., holidays, school trips, family visits).  
Learn and use vocabulary related to transport (e.g., vehicle names, parts, actions, travel words).  
Sequence events and give simple directions using positional language.  
Respond to questions and ask about others' travel experiences.  
Retell and create imaginative transport-themed stories.

**Literacy**

Read fiction and non-fiction texts about transport .  
Begin to write short sentences about journeys .  
Continue RWI in groups and practise segmenting and blending for reading and writing.  
Use story maps and symbols to plan and retell transport adventures.  
Label diagrams and vehicles using phonetic spelling.

**Assessment and Moderation**

RWI assessments half termly  
Moderation in school  
Pupil Progress - half termly  
Assessment Inputs half termly

**Mathematics**

Secure recognition and formation of numerals to 10.  
Explore number bonds to 10 using objects and visual models.  
Count forwards and backwards to 10.  
Compare numbers using greater than/less than/equal to.  
Use simple mathematical language to describe position and pattern.  
Continue simple AB, ABB, and ABC patterns.

**Year Group : Reception**

**Long Term Plan Term: Summer 1**

**Topic: A Farmers Life for Me**

**Playing and Exploring**

Show interest in how things grow, how food is made, and animal care.  
Choose and use a variety of resources to build, create, and explore farming life.  
Explore stories, songs, and real-life farming experiences with excitement

**Creating and Thinking Critically**

Make decisions and plan sequences (e.g., "First we dig, then we plant, then we water...").  
Solve problems (e.g., "What will stop the animals escaping?").  
Predict outcomes in growth experiments or story events.

**Active Learning**

Stick with tasks like planting, watering, and animal sorting with focus and pride.  
Revisit and refine farm constructions or drawings.  
Work together on collaborative play or tidy-up jobs.

**Understanding the World**

Learn about animals and their young, life cycles (e.g., chicks, lambs, seeds to crops).  
Explore the changing seasons and what farmers do during each.  
Talk about where food comes from and how it gets to us.  
Compare farms from different countries or cultures.  
Use technology to watch live farm cams or videos about food production.  
If possible, visit a local farm or have virtual farm experiences.

**Our Woodland Values: Focus - Awareness**



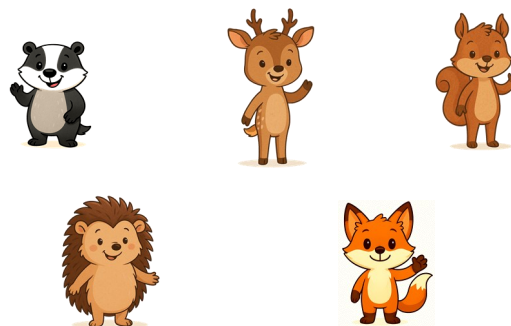
**Building Relationships and Self Regulation**

Show care and concern for living things (e.g., animals, plants, insects).  
Work collaboratively during farm-related tasks .  
Take turns using tools, toys, or animal figures during shared play.  
Begin to understand routines and responsibilities .  
Manage emotions like excitement or impatience during outdoor and group learning.  
Recognise the feelings of animals and others.  
Use calming strategies or ask for help if tasks are challenging .

**Expressive Arts and Design**

Use a range of media to create farm animals, tractors, and fields.  
Build farmyards using blocks, recycled materials, or natural loose parts.  
Sing songs and rhymes (e.g., "Old MacDonald", "Down on the Farm", "Five Little Ducks").  
Role-play life on a farm, including problem-solving and collaborative story-telling.  
Use instruments to represent farm sounds and animal noises.

***Olive the owl—I watch, I listen, I learn."***



**Personal, Social and Emotional Development**

Take responsibility for caring for plants and animals.  
Work cooperatively in shared tasks and farm role play.  
Show empathy for others and living things.  
Manage emotions during group activities and routines.  
Follow rules and routines independently.  
Take turns, share resources, and listen to others.  
Offer help, encouragement, and praise to peers.  
Build resilience through real-life challenges (e.g., planting, problem-solving).

**Physical Development**

Develop fine motor skills through planting, digging, handling tools, and animal crafts.  
Use gross motor skills in outdoor farm-themed movement  
Ride-on vehicles to imitate tractors or animal herders.  
Practise healthy choices by talking about fresh farm food.  
Strengthen core and upper body through wheelbarrow races, building pens, and carrying items

**Communication and Language**

Use topic-specific vocabulary: crops, harvest, pasture, tractor, wool, eggs, seed, barn, etc.  
Listen to and retell farm stories with detail.  
Use language to describe processes .  
Ask and answer questions about farming life and food origins.  
Engage in collaborative storytelling based on farm experiences or visits.

**Literacy**

Read fiction and non-fiction texts (e.g., *The Little Red Hen*, *A Squash and a Squeeze*, *What the Ladybird Heard*).  
Label animals, crops, and farm equipment using phonics knowledge.  
Sequence and write simple instructions (e.g., "How to plant a seed").  
Create their own farm stories or diaries using drawings and simple sentences.  
Continue Phase 3 phonics and move into Phase 4 if appropriate.

**Assessment and Moderation**

RWI assessments half termly  
Moderation – local cluster  
Pupil progress – half termly  
Reception EYFS profile  
End of year report  
Assessment Inputs half termly

**Mathematics**

Count, recognise, and order numbers to 20.  
Understand the teen numbers as 10 and some more.  
Continue to practise number bonds to 10.  
Solve real-life addition and subtraction problems to 10.  
Explore doubling and halving in practical contexts.  
Use non-standard units to measure and compare length, height, weight.

**Year Group : Reception**

**Long Term Plan Term: Summer 2**

**Topic: Paws, Claws and Jaws**

**Playing and Exploring**

Show curiosity about animals and their environments.  
Engage in imaginative role play and storytelling with animal themes.  
Use all senses to explore and respond to real and fictional animal encounters.

**Creating and Thinking Critically**

Make predictions (e.g., "What might this animal eat?").  
Solve problems (e.g., "How can we build a shelter for a desert animal?").  
Plan and test ideas in construction and storytelling.

**Active Learning**

Stay focused when creating habitats or learning new animal facts.  
Show pride in presenting animal-related work or models.  
Persist in fine motor and creative tasks (e.g., making claws, painting fur textures).

**Understanding the World**

Explore different animal types: wild, pets, farm, sea, minibeasts.  
Learn about animal habitats and what they need to survive.  
Compare animal features (e.g., fur, scales, feathers).  
Observe changes and life cycles.  
Use technology to access live cams, videos, and animal games or research tools.  
Discuss similarities and differences between animals and humans.

**Our Woodland Values: Focus - Excellence**



**Expressive Arts and Design**

Create animal masks, models, or patterns using a variety of media.  
Use natural or recycled materials to build animal homes.  
Role play animal adventures or pet shop scenes.  
Explore animal sounds and rhythms through music and instruments.  
Make up and perform movement or sound dances for different animals.

***Digby the Deer – "I do my best and aim high."***



**Building Relationships and Self Regulation**

Take turns and share during animal-themed play.  
Work together to build habitats or care for animals in role play.  
Offer help and encouragement to peers during creative tasks.  
Listen to others' animal facts and experiences with interest.  
Cooperate in group games or storytelling involving animals.

**Personal, Social and Emotional Development**

Show care and concern for animals and living things.  
Build empathy by discussing how animals feel and what they need.  
Work cooperatively during animal role play and collaborative projects.  
Take turns and share resources in themed activities (e.g., building habitats, sorting animals).  
Manage strong emotions during exciting learning (e.g., animal handling or lively stories).  
Follow safety rules when learning about wild or unfamiliar animals.  
Encourage others and celebrate their work or ideas.  
Show confidence in sharing animal knowledge and asking questions.

**Physical Development**

Move like animals using different body parts (e.g., crawl like a bear, pounce like a tiger).  
Develop fine motor skills through animal crafts, cutting, and habitat building.  
Use outdoor play to explore climbing, crawling, and balancing like animals.  
Understand how to stay safe and healthy (e.g., around pets, washing hands after animals).

**Communication and Language**

Learn and use topic-specific vocabulary (e.g., predator, prey, claws, habitat).  
Ask and answer questions about animals, their features, and habitats.  
Retell animal stories using expression and story language.  
Engage in small-group discussions about favourite animals or animal facts.

**Literacy**

Read a range of fiction and non-fiction books about animals.  
Write animal fact files, labels, and simple descriptions.  
Create and sequence animal-themed stories.  
Use phonics knowledge to write simple animal names and captions.

**Assessment and Moderation**

RWI assessments half termly  
Moderation – local cluster  
Pupil progress – half termly  
Reception EYFS profile  
End of year report  
Neli End of Year Screen  
Assessment Inputs half termly

**Mathematics**

Consolidate understanding of numbers to 20.  
Secure fluency in number bonds to 5 and 10.  
Explore early grouping and sharing (early multiplication/division).  
Continue solving real-life problems using all four operations.  
Apply shape, space, and measure in meaningful contexts (e.g., maps, models).  
Build reasoning and explanation skills: "How do you know?" "Can you show me another way?"