Reception Long Term Curriculum Planning 2026-2027

Development matters are used to guide our progression plan. The plan below incorporates learning that will be a focus for adult-led teaching each half term. However, we will follow the needs of the children in the cohort and recognise that some objectives may be a consistent focus over the course of the year for groups or individual children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Broad Theme	**All About Me**	**Celebrations**	**Winter**	**Take a Look Inside a Book**	**The World**	**Changes**
Possible Visits/ Events/ Celebrations	Settling in to a new environment Local area visits to the doctors and vets	Bonfire Night Diwali (20th October) Christmas Nativity/sing along event	Chinese New Year (17th February) Local road safety walks	Book Event World Book Day (5th March) Local litter picking Easter	Eid (20th March) Local Train trip	Transition to Year 1 Trip Sports Day Graduation event with parents
Possible core story/stories	The Bear Who Stared Home The Colour Monster	The First Christmas	Iris and Isaac	Hansel and Gretel - Bethan Woolvin The Three Little Pigs	Journey Clean up	Monkey Puzzle
Communication and Language	The focus will be on high quality interactions in provision with adults modelling and introducing new vocabulary. Children are read to frequently and given ample opportunity for extended play to embed new words in a range of contexts. Short term planning will include more detail as adults respond to the needs of the children (Also see Literacy long term skills progression plan for more detail)					
Personal,Social and Emotional Development	Children will learn new routines and develop confidence to make a choice about where they learn, children will have the opportunity to carry out jobs to develop a sense of responsibility and adults will support children to understand and regulate emotions. Short term planning will include more detail as adults respond to the needs of the children. SCARF units below for Reception are followed to support the development of PSED:					
	Me and my relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my best	Growing and changing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development (Gross motor skills)	**Using the outdoor provision**	**Yoga**	**Using the apparatus in the hall - climbing**	**Running Games**	**Balance bikes**	**Ball skills**
	Children will use the large outdoor area every week to become more confident and creative movers – they will have opportunity to make up their own games. Children also have regular visits to the woods where they develop movement and strength, managing steep gradients and uneven surfaces.					
	We are learning to • *Revise and refine fundamental movement skills we have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)* • *Progress towards a more fluent style of moving with developing control and grace* • *Combine different movements with ease and fluency* • *Confidently and safely use a range of large and small apparatus outside, alone and in a group* • *Develop overall body-strength , balance, coordination and agility*		*We are learning to* • *Revise and refine fundamental movement skills we have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)* • *Progress towards a more fluent style of moving with developing control and grace* • *Combine different movements with ease and fluency* • *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group* • *Develop overall body-strength , balance, coordination and agility*		*We are learning to* • *Revise and refine fundamental movement skills we have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)* • *Progress towards a more fluent style of moving with developing control and grace* • *Combine different movements with ease and fluency* • *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group* • *Develop overall body-strength , balance, coordination and agility* • *Further develop and refine a range of ball skills (throwing, catching, kicking, passing, batting and aiming)* • *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.*	
Key Vocabulary	***lift, carry, balance, pedal, push, pull, suit, wellies, zip, run, climb, crawl, build, stretch, jump, hop, skip, over, under, across, safely, teamwork, strength,***		***Fast, slow, game, chase, stop, go, bend, challenge, brave, safe, cheer, Yoga, higher, lower, over, through, rungs, steep***		***Bike, helmet, pedal, balance, glide, up, down, high, low, swap, throw, catch, kick***	
Open Minds Supporting material for the RE Agreed Syllabus, 2021. © Kirklees Council and Pennine Learning Associates Ltd. Permission is given for use, copying or modifying by schools which have a current subscription to the West Yorkshire RE Resources Hub.	F1 Where do we live and why is it special?	F2 How are special times celebrated?	F3 Which places are special and why?	F4 How are special times celebrated?	F5 What makes a good helper? Who can help me?	F6 What do believers believe about creation?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Phonics- see Little Wandle progression map.					
	Learning new vocabulary through high quality stories read together sentence writing and forming letters (when children are ready and have sufficient knowledge of letter/sound correspondences) (Also see writing long term progression plan for more detail)					
Maths	Planning will follow the Mastering Number NCTEM programme					
Understanding the World	**People in the community – visits to the doctors and vets**	**Contrasting local location – Bradford** **Place of Worship – Church (link to Christmas)** **Exploring seasonal changes - Autumn**	**Exploring the natural world – ice** **Comparing other countries - Arctic** **Exploring seasonal changes - winter**	**Maps linked to stories.** **Map linked to the local area.**	**Planting and growing** **Exploring seasonal changes – Spring** **Trip - Train - Understanding our local area - what did Haworth used to look like?**	**Life-cycles** **Exploring seasonal changes - summer**
	We are learning to: • *Talk about members of immediate family and community* • *Name and describe people who are familiar* • *Talk about members of our community*	*We are learning to:* • *Understand that some places are special to members of our community* • *Recognise some environments are different to the one in which we live* • *Understand the effect of the changing*	*We are learning to:* • *Explore the natural world around us* • *Describe what we see, hear and feel when outside* • *Understand the effect of the changing seasons on the natural world*	*We are learning to:* • *Draw information from a simple map*	*We are learning to:* • *Draw information from a simple map* • *Understand that some places are special to members of our community* • *Understand the effect of the changing seasons on the natural world*	*We are learning to:* • *Understand the effect of the changing seasons on the natural world* • *Explore the natural world around us*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		seasons on the natural world • *Recognise some similarities and differences between life in this country and life in other countries*			• *Comment on familiar situations in the past* • *Explore the natural world around us*	
Key Vocabulary	***Family, mum, dad, sister, brother, grandparent, special, house, home, live, who, where, village, town, community, job, now, a long time ago,***	***change, autumn, weather, leaves, falling, crunchy, colder, season, church, Haworth, Bradford, same, different, building Country, far away, colder, hotter*** ***Haworth, cobbles, main street, same, different, a long time ago, now, building, shop, terrace, parsonage, Brontes, moors, village***	***Ice, melt, warm, freeze, frozen, water, smooth, slippery, change, season, winter, weather*** ***Feel, see, hear, smell, taste, look, listen, sort,*** ***Country, far away, hotter, colder, different, Arctic, polar bear,***	***Map, compass, direction, route, follow, road, field, farm, footpath, Haworth, Oakworth, Keighley, Yorkshire, start, finish*** ***Feel, see, hear, smell, taste, look, listen, sort,***	***Feel, see, hear, smell, taste, look, listen, sort,*** ***Steam train, station, coal, carriage, track, station, railway*** ***Plant, seed, soil, grow, sprout, stalk, leaf, flower, petal, sunlight, vegetable, taller, Spring, warmer, bud, daffodil, lamb, Easter, lighter, measure, change, litter***	***Caterpillar, chrysalis, cocoon, butterfly, wriggle, grow, wings, fly, summer, hot, sunny, bright,*** ***Feel, see, hear, smell, taste, look, listen, sort,***
	Different countries and cultures and celebrations–Diwali, Christmas, Chinese New Year, Easter, Eid *Throughout the year we are learning to:* • *Recognise that people have different beliefs and celebrate special times in different ways* ***Key Vocabulary - festival, celebrate, country, different , Christmas, advent, present, Jesus, angel, church, Mary, Joseph, kings, shepherd, star, Bethlehem, stable, Easter – cross, egg, new life, Chinese New Year, dragon, lantern, fireworks, Eid, Muslim, Eid Mubarak, moon, mehndi, Ramadan, pray, present, mosque***					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Cooking and Baking in small groups every half term include skills + ***Key Vocabulary - mixing, weighing, rolling, cutting, icing, kneading, spreading.***					
Expressive Arts and Design	**Performance – Christmas sing-a-long Pantomime trip Using a variety of artistic effects to express ideas and feelings**		**Junk Modelling focus – joining with masking tape, different types of glue Developing Colour mixing skills**		**. Artist study.**	
	We are learning to: • *Explore and refine a variety of artistic effects to express their ideas and feelings (collage, printing, introduce colour mixing area)* • *Return to and build upon previous learning, refining ideas and developing the ability to represent them* • *Create collaboratively, sharing ideas, resources and skills* • *Watch and talk about dance and performance art, expressing feelings and responses* • *Sing in a group, increasingly matching the pitch and following the melody*		*We are learning to:* • *Explore and refine a variety of artistic effects to express their ideas and feelings (collage, printing, develop colour mixing skills, using different ways to join)* • *Return to and build upon previous learning, refining ideas and developing the ability to represent them* • *Create collaboratively, sharing ideas, resources and skills*		*We are learning to:* • *Explore and refine a variety of artistic effects to express their ideas and feelings (collage, printing, develop colour mixing skills, using different ways to join,, responding to different artists)* • *Return to and build upon previous learning, refining ideas and developing the ability to represent them* • *Create collaboratively, sharing ideas, resources and skills*	
Key Vocabulary	***Sing, song, colour names, shape, lines, make, draw, paint brush, felt tip, pencil, crayon, scissors, paper, collage, print, pitch, melody, beat, dance,***		***Join, tape, glue, spread, cut snip, fold, scrunch, stick, describing words – soft, smooth, slimy, stretchy, hard, rough, lumpy, prickly etc, mix, change, new, collage, print, idea, change, tone, lighter, darker, together***			
	Using instruments, responding to music and making up their own music. - Use charanga music platform Songs, music and dances from around the world *We are learning to:* • *Sing in a group or on our own, increasingly matching the pitch and following the melody* • *Listen attentively, move to and talk about music, expressing feelings and responses* • *Explore and engage in music making and dance, performing solo or in groups*					