

EYFS Reception Long Term Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and My Community	Traditional Tales/ Celebrations	Amazing Animals	Come Outside	Dinosaurs	Adventures
Possible Opportunities	Starting School My New Class New Beginnings My Body What am I good at? My Family Where I live Being Kind Growing up Friendships Knowing that we are unique & part of a community People Who Help us	Different celebrations in our communities The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man The Three Billy Goats Gruffalo Rama and Sita The Christmas Story/ Nativity Autumn	Safari animals Animals around the world Climates / Hibernation Animal Arts and crafts Animal patterns Happy Habitats Winter	Plants & Flowers Planting The great outdoors Growing our own food Minibeasts How can we look after our Earth and plants? Growing and changing Animal life cycles Life cycles of butterflies, frogs and hens Farm Spring	Fossils - Mary Anning Dinosaurs - how do we learn about dinosaurs? Pre-historic life Classifying dinosaurs (Carnivores, Herbivores, Omnivores)	Journeys & Transport Space Pirate Adventures Comparing countries & environments Hot and cold places Famous Explorers Maps Holidays Summer
Wow Moments/ Key Events	Transition Birthdays Harvest Visits from people who help us	Remembrance Day Halloween Diwali Guy Fawkes/Bonfire Night Nativity Christmas	Visit from The Animal Man Valentines Day Chinese New Year Food tasting - different cultures	Caterpillars Transformation Hatching Eggs Planting Seeds Minibeast Hunt Food tasting Easter Mother's Day Pancake Day	Footprint intruder Mysterious egg Fossil dig Father's Day	Space Week Pirate Day Visit to the Farm

Talk Through Stories Texts (Texts which offer tier 2 vocabulary opportunities)	The Rainbow Fish Perfectly Norman Ruby's Worry Burglar Bill Owl Babies	Room on the Broom Aliens Love Underpants Stick Man	Tiddler Slow Samson The Lion Inside Billys Bucket Handas Hen	A Giant Jam Sandwich Click Clack Moo Farmer Duck	Where the Wild Things Are Zog	Lost and Found Supertato On the Way Home Click Clack Moo
Other Key Texts	The Colour Monster Five Minutes Peace Whiffy Wilson Goes to School Silly Billy Lost and Found	Funnybones stories The Jolly Christmas Postman Cinderella Rapunzel	The Very Hungry Caterpillar Handas Surprise Dear Zoo The Tiger Who Came To Tea The Rainbows Fish	Jack and The Beanstalk Jaspers Beanstalk What the Ladybird Heard The Very Hungry Caterpillar Mad About Minibeasts The Tiny Seed The Odd Egg	Harry and his Bucketful of Dinosaur Series The Girl and the Dinosaur The Dinosaur that Pooped... Gigantosaurus Stomp Dinosaur Stomp Cave Baby Dig Dig Dinosaur	The Snail and the Whale We're Going on a Bear Hunt We're Going on a Lion Hunt How to Catch a Star Journey What the Ladybird Heard at the Seaside Aliens Love Underpants
Literacy – Comprehension	Engage in extended conversations about stories, learning new vocabulary. Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Sequencing familiar stories through the use of pictures to tell the story. Understand the five key concepts about print: - print has meaning - the names of the	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images actions to retell the story - Story Maps. Non-Fiction Focus Retelling of stories. Sequence story - use vocabulary of beginning, middle and end. Enjoys an increasing range of books.	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Using recently introduced vocabulary during discussions about stories and during role-play.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow.	Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front

	different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom					cover, back cover, spine, blurb, illustration, illustrator, author and title.
Literacy - Word Reading	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Recognise letters in own name. Beginning to say the sounds for individual letters. Begin blending and segmenting orally.	-Read individual letters by saying the sounds for them. Blending and segmenting orally. -Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Rhyming strings, common theme in traditional tales, identifying characters and settings.	Read a few common exception words matched to the RWI phonics programme. Read simple phrases.	Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.	Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.
	RWI Read single-letter Set 1 sounds (first 16)	RWI Read all Set 1 single letter sounds Blend sounds into words orally	RWI Blend sounds to read words Read short Ditty stories	RWI Read Red Storybooks Read Set 1 Special Friends	RWI Read Green Storybooks Read 4 double consonants	RWI Read Green Storybooks Read first 6 Set 2 sounds
Literacy - Writing	Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds	Writing CVC words. Name writing. Labelling using initial sounds/ cvc words Story scribing. Retelling stories in writing area. Sequencing the story.	Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC	Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short	Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt

	Use initial sounds to label characters / images. Writing messages. Practising correct letter formation. Name writing.	Practising correct letter formation.	words. Guided writing based around developing short sentences in a meaningful context. Practising correct letter formation.	sentences to accompany story pictures. Labels and captions. Write a sentence. Ensuring correct letter formation.	finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.	correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation.
Mathematics	• identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching		• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers •spatial reasoning, pattern and shape		• continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek •pattern and measure	

	• begin to develop the language of 'whole' when talking about objects which have parts • Spatial reasoning, shape and measure (time)					
Communication and Language	Settling in activities Making friends Children talking about experiences that are familiar to them. Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Links to festivals children's experiences, talking about shared experiences. Listening to stories and developing vocabulary. Good listening skills. Following instructions Takes part in discussion Understands how to listen carefully and why listening is important - introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children's vocabulary.	Ability to speak in sentences using language to develop relationships. Encourage and model the use of how and why questions. Retelling a story with story language - provide puppets and props in CP. Encourage and model describing events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Ask questions to find out more and to check they understand what has been said to them - how and why? Articulate their ideas and thoughts in well-formed sentences. Retelling stories with an increased knowledge of story language and vocabulary.	Select books containing photographs and pictures, for example, places with different weather types, dinosaurs. Model using the features of non-fiction books.	Re-read some favourite stories/ stories we have used in our learning to revisit and consolidate vocabulary and events. and using question words such as what, where, who... Connect one idea or action to another using a range of connectives
Physical Development	Gross Motor Cooperation games i.e. parachute games. Climbing - outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide	Gross Motor Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and	Gross Motor Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range	Gross Motor Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the	Gross Motor Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Develop and refine a range of ball skills including; throwing,	Gross Motor Obstacle activities children moving over, under, through and around equipment Races / team games involving gross motor movements Allow less competent and confident children to spend time initially observing and listening, without

	regular reminders about thorough handwashing and toileting.	pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	of abilities. Gymnastics/ Balance	different aspects of a healthy lifestyle. Dancing/ moving to music	catching, kicking, passing, batting and aiming	feeling pressured to join in.
	Introduction to PE: Unit 2 Fundamentals Unit 2		P.E. Gymnastics: Unit 2 Dance: Unit 2		P.E. - Ball skills: unit 2 Games: Unit 2	
	Fine Motor Develop the skills they need to manage the school day successfully; lining up, mealtimes, personal hygiene. Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Fine Motor Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, eating, tooth brushing, sensible amounts of 'screen time,' having a good sleep routine, being a safe pedestrian.					
	Self-Regulation Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. 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. Controlling own feeling and behaviours/ Able to concentrate on a task/ Applying personalised					

Personal, Social, Emotional Development	strategies to return to a state of calm/ Able to ignore distractions/ Thinking before acting/ Able to curb impulsive behaviours/ Behaving in ways that are socially acceptable/ The ability to persist and persevere.					
	Managing Self New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships. Develop independence in managing their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Managing Self Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Develop independence in managing their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Managing Self Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Develop independence in managing their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Managing Self Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Develop independence in managing their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Managing Self Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Develop independence in managing their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Managing Self Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Develop independence in managing their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					
Understanding of The World	Past and Present Who is in my family? Commenting on photos of their family - naming who they can see and of what relation they are to them. Can talk about	Past and Present Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas' in the past. Show photos	Past and Present Listening to stories and placing events in chronological order.	Past and Present Listening to stories and placing events in chronological order.	Past and Present To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and	Past and Present Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these

	what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves - parts of the body. Our school. Role play - home setting. Their past and their life as a baby.	of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.			how they learn about dinosaurs by looking at fossils. Introduce Mary Anning as the first female to find fossils Share non-fiction texts that offer an opportunity for children to pose their own questions and find the answers.	events happened before they were born.
	People and Communities Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.	People and Communities Links to festivals: Bonfire night Diwali Christmas Role play - Christmas home scene. Cultural Events - Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.	People and Communities Chinese New Year - how is it celebrated? How is it different to New Year here? Celebrating our differences. Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa Cultural Events; Shrove Tuesday	People and Communities Maps of the farmyard and developing maps of the local area/ allotments Aerial view images of the local area Cultural Events; Easter	People and Communities Compare ourselves to communities in prehistoric times	People and Communities Discuss how they get to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language.

						Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
	The Natural World Seasons - Autumn - differences and changes over time - weather, animals and plants.	The Natural World Exploring light and dark. How can we see in the dark? Nocturnal animals - making sense of habitats.	The Natural World Seasons - Winter - differences and changes over time - weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals. Comparing the Arctic to their local environment Which animals are nocturnal?.	The Natural World Seasons - Spring - differences and changes over time - weather, animals and plants. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. are and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars.	The Natural World To be able to group and classify dinosaurs based on diet and appearance. To understand that dinosaurs came from eggs and name other animals	The Natural World Seasons - Summer - differences and changes over time - weather, animals and plants. Exploring the differences between land and water.

Expressive Arts and Design		Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage animals Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons - Art Provide a wide range of props for play which encourage imagination.	Puppet shows: Provide a wide range of props for play which encourage imagination and retelling of stories. Clay impression fossils Using straws to create dinosaur skeletons, copying the shapes and sizes of bones Colour mixing, wax resistant painting - fossils	Design and make rockets/ pirate ships. Design and make objects they may need in space, thinking about form and function. Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries - dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with. Fathers Day crafts
		Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Links to KS1 Humanities	Year 1	What is a map? Our Local Area House and Homes		Explorers	Our Local Area	Explorers	What is a map? Explorers
	Year 2	Town and Country		Seas and Oceans	Town and Country		Seaside Holidays
Assessment		Baseline Assessments Phonics Assessment 1	End of Term Assessments Phonics Assessment 2	Phonics Assessment 3	End of Term Assessments Phonics Assessment 4	Phonics Assessment 5	End of Term Assessments Phonics Assessment 6