## **Mayespark Primary School: Long Term Plan – Reception 2025-2026**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | All about me! | Stories and Rhymes | Fairy tales | Colours | Growing and Food | Adventures |
| **Texts** | -Starting school by *Allan Ahlberg and Janet Ahlberg*  -It is ok to be different by *Todd Parr*  -what I like about me *by Allia Zobel Nolan*  -My Hair *by Hannah Lee* | -Elmer *by David Mckee*  -The Hungary Caterpillar *by Eric Carle*  -The big book of Nursery Rhymes *(poetry)*  - So Much *by Trish Cooke* | -The Three Little pigs  - Goldilocks and the Three Bears  - Little Red Riding Hood  - The Ginger bread man  -The Three Billy Goats Gruff | -Rainbow Fish by Marcus Pfister &J.Alison James  -Planting a Rainbow by Lois Elhert  -Little blue, Little Yellow by Leo Lionni | -Jack and the beanstalk  -The enormous Turnip by Ireane Yates  -Never use a knife and fork by Nick Sharrat  - Oliver’s vegetables by Vivian French | -We are going on a bear hunt by Michael Rosen  -The snail and the whale by Julia Donaldson  -Town is by the sea by Joanne Schwartz  -Rosie’s walk by Pat Hutchins |
| **Communication and Language** | -Learning to listen to stories with increasing attention and recall  -Sitting, listening and joining in as appropriate  - practise speaking in full sentences | -Learning to use talk to organise, sequence and clarify thinking, ideas, feelings and events  -Discussions about the story that has been read  -Learning to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words | -Retelling our favourite stories to each other  -choosing our favourite books and discussing why we like them | -sharing enjoyment of reading poems  -discussing rhyming words and how they sound  -exploring traditional and contemporary poems.  **-** Talking about seasons and weather | -Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  **-**discussing books that extend knowledge of the world  **-**Discussing our favourite foods | -practising speaking in a clear loud voice  -using new taught vocabulary and putting them into sentences  -describing events in some details |
| **Personal, Emotional and Social development.** | -learning to show more confidence in new situations like the school routine  -understanding the different ways to solve problems between friends | -Expressing our feelings and consider the feelings of others | -Build good relationships with adults and other children  -Understanding that some words and actions can both affect other people’s feelings. | -Understand that people have different interests and beliefs and to learn to respect them | -show resilience and perseverance in the face of challenge  -learning from our mistakes | -making own decisions about setting goals and discuss how to achieve them  -reflecting on our work and discussing how to improve |
| **Physical Development** | -use a comfortable grip with good control when holding pens and pencils  -develop movement through balancing  **PE**  Indoor: Gymnastics  Outdoor: Games | -use one-handed tools and equipment, for example making snips in paper with scissors  -using a range of tools safely and confidently for drawing, writing and cutting  **PE**  Indoor: Dance  Outdoor: Games | Practising writing the correct letter formation    **PE**  Indoor: Gymnastics  Outdoor: Games | -developing overall body strength, balance and co-ordination  **PE**  Indoor: Dance  Outdoor: Games | -learning to develop core muscle strength to achieve good posture  **PE**  Indoor: Gymnastics  Outdoor: Athletic Skills | -use large muscle movements to wave flags.  Streamers, paint and make marks  **PE**  Indoor: Dance  Outdoor: Athletic Skills |
| **Literacy** | -learning how to handle books and looking the print  -discuss what is happening in the texts that has been read  -using clues from the pictures to help us answer questions about a story. | -Engage in extended conversations about stories  - To predict what might happen next in the story  -Learn new vocabulary from the stories and use them in everyday sentences  -Learning to answer how and why questions | -Exploring traditional tales and characters in the story  -Using exciting vocabulary to describe characters in the story | discussing rhyming words and how they sound  -exploring traditional and contemporary poems  **-**Learning about the different types of questions and what skills we need to answer them | - Exploring facts from non-fiction texts  -learning how to retrieve information from a non-fiction text | -Re-read books to build up confidence and fluency  -learning new vocabulary from books and using them in sentences  -describing events in some detail |
| **RWI**  -learning initial sounds | **RWI**  -learning initial sounds  Blend sounds into words | **RWI**  -Read some letter groups that each represent one sound and say sounds for them  -Read a few common exception words (you, the, she, he, your, was, said) | **RWI**  -Read simple phrases and sentences made up of words with known sounds  -Read a few common exception words (you, the, she, he, your. Was, said) | **RWI**  -Read simple phrases and sentences made up of words with known sounds  -Read a few common exception words (you, the, she, he, your. Was, said) | **RWI**  -To develop the skill of self-correcting when a sentence does not sound right |
| **Writing**  -practice writing our names  -practice mark making | **Writing**  - practice writing our names  - form lower case letters correctly | **Writing**  - spell words by identifying the sounds then writing the sound with letter/s  - form lower case letters correctly  -To write labels and captions | **Writing**  - spell words by identifying the sounds then writing the sound with letter/s  - write short sentences with words with known sound letter using full stop.  -To write poems about colours | **Writing**  -write short sentences with words with known sound letter using full stop  -To write shopping lists | **Writing**  -To practise editing our writing by rereading the sentences to check it makes sense  - To write our own adventure stories |
| **Maths** | Classifying objects based on one attribute  •Matching equal and unequal sets  •Comparing objects and sets  •Ordering objects and sets •Recognise, describe, copy and extend colour and size patterns  •Count and represent the numbers 1 to 3  •Estimate and check by counting | •Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six  •Explore addition and subtraction  •Estimate, order compare, discuss and explore capacity, weight and lengths •Describe, and sort 3- D shapes | •Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less •Days of the week, seasons •Sequence daily events •Explore addition as counting on and subtraction as taking away | •Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing •Count up to 15 objects and recognise different representations  •Order and explore number patterns to 15 •One more or fewer •Doubling and halving •Relationship between doubling and halving •Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns | •Commutativity •Explore addition and subtraction •Compare two amounts •Count up to 10 and beyond with objects •Represent, compare and explore numbers to 20 •One more or fewer  •One more one less  •Estimate and count  •Grouping and sharing •Coin recognition and values  •Combinations to total 20p | •Change from 10p •Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths  •Explore numbers and strategies  •Recognise and extend patterns  •Apply number, shape and measures knowledge •Count forwards and backwards |
| **Understanding of the World** | -talking about our families  -learning about places that are special to our community | -exploring the different beliefs that people have and how they celebrate special times in different ways  -discussing the similarities and differences between life in our country and life in other countries | -discussing what life was like in the past and how it has changed  -learning about some famous buildings near our city | -learning about nature and how we should respect the environment  -comparing hot and cold environments  -discussing the change in seasons | -learning to use our senses to describe what is around us  -describing some plants and animals in our environment | -exploring maps and our local area  -looking at aerial views of the school setting |
| **Expressive Arts and Design.** | -learning to use a range of materials and tools to create collages | -exploring musical instruments and the sounds they make | -learning to act out a story using props | -learning about the different colours and the effects of what happens when they are mixed | -practising the skills of observational drawings | - exploring and engaging in music and dance, performing in groups |