

Reception Long Term Planning

Our Reception long-term plan is structured around our six whole-school themes, each supported by a carefully chosen half-termly focus text that anchors vocabulary, knowledge and cultural capital. Planning is aligned with Development Matters to ensure progression across all areas of learning, while maintaining the flexibility essential to high-quality early years practice.

We follow the principles of the Curiosity Approach, creating environments and experiences that nurture awe, independence and deep engagement. Open-ended play, rich provocations and authentic resources enable children to explore concepts in meaningful ways, supported by adults who model language, scaffold thinking and extend learning through shared sustained thinking.







Across the year, we intentionally develop children's executive function and self-regulation through predictable routines, co-regulation, opportunities for problem-solving and experiences that strengthen working memory, inhibitory control and cognitive flexibility. Much of our learning emerges through planning in the moment, responding to children's interests and building on their spontaneous ideas to maximise motivation, curiosity and depth of understanding.

This long-term plan provides a coherent framework while allowing practitioners the professional freedom to adapt, respond and extend learning so that every child thrives across all areas of the EYFS.

SEND Adaptations

We ensure every child can access learning by removing barriers through clear routines, visual supports, targeted adult interaction and a calm, structured environment. Adaptations are personalised to meet a wide range of needs, so all children feel safe, included and able to succeed. This may include:

- ❖ **Multisensory learning** — concrete resources, visuals, objects, actions and sensory experiences embedded in continuous provision and small-group work.
- ❖ **Open-ended, practical tasks** — active learning indoors and outdoors with flexible entry points for all learners.
- ❖ **Explicit, step-by-step instructions** — single steps, supported with visuals, gestures and modelling.
- ❖ **Small-group teaching** — targeted adult support to break down learning and reinforce key concepts.
- ❖ **Visual supports** — visual timetables, now/next boards, widget mats, key words on display, and consistent symbols used throughout the day.
- ❖ **Accessible materials** — chunky pencils, grips, adapted tools, alternative recording methods and fine-motor supports.
- ❖ **Additional adult support** — breaking down tasks, simplifying language, preparing pupils to share ideas, and checking in during independent work.
- ❖ **Alternative communication methods** — use of PECS, communication boards, Makaton, gesture modelling, and choice boards for non-verbal or minimally verbal pupils.
- ❖ **Behaviour-supportive strategies** — co-regulation, predictable routines, calm-down spaces, sensory breaks and pre-emptive support for known triggers.
- ❖ **High expectations for all** — no ceiling on learning; adaptations remove barriers rather than reduce challenge.
- ❖ **Accessible classroom layout** — space for pupils with mobility difficulties to access resources independently.
- ❖ **Calm, low-sensory environment** — natural colours, reduced clutter, clear pathways, and individual workstations when needed.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Themes	Slavery	Celebrations and Festivals	Transformations	Innovations and Inventions	Power and Communication	Bridges and Structures
Core Values	Resilience Altruism	Courage Self-awareness	Respect Inclusion	Tolerance Empathy	Motivation Creativity	Personal responsibility Trust
Additional EYFS Theme/ Focus	All About Me	Seasonal Change - Autumn	Seasonal Change – Winter	Under the Sea	Seasonal Change - Spring	Seasonal Change - Summer
Link to Global Goals						
Class Text	Alex and Alex	A Little Bit Brave	Whatever Next!	Somebody Swallowed Stanley	Handa's Surprise	Traditional Tales
Personal Social Emotional Development / SCARF	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Communication and Language	Retelling events — children describe what happened in the story using their own words. Asking questions — “Why was that unfair?” “How did they feel?” Vocabulary for emotions — introducing fair,	Sharing personal experiences — “In my family we...” New vocabulary — celebrate, festival, tradition, brave, nervous. Story language — sequencing using first, next, then, finally.	Speculative language — maybe, perhaps, what if... Explaining processes — “How could Baby Bear get to the moon?” Following instructions — multi-step tasks in role-play (packing for space).	Cause and effect talk — “What happened when the turtle swallowed Stanley?” Environmental vocabulary — pollution, plastic, ocean, protect, recycle. Reasoning — “Why is plastic a problem?” Persuasive talk — encouraging children	Describing settings — hot, dry, sunny, dusty. Comparing environments — “How is Handa’s village different from ours?” Food vocabulary — smooth, juicy, sweet, sour. Dialogue in role-play — market stalls, fruit	Predicting — “What might happen if the troll breaks the bridge?” Explaining ideas — “My bridge is strong because...” Storytelling language — once upon a time, suddenly, luckily. Collaborative talk — planning and building structures together.

	unfair, kind, unkind, same, different. Turn-taking talk — circle-time discussions about friendship and identity	Explaining choices — “I think he was brave because...”	Describing materials — soft, hard, shiny, rough, heavy, light.	to explain how to help the planet.	shops, animal encounters.	
Physical Development	PE: Moving our bodies in different ways.	PE: Balls Swimming	PE: Gymnastics	PE: Group Games Swimming	PE: Dance	PE: Olympics
Literacy	Forming letters and name writing	Lists and Labels	Recounts	Non-Fiction	Instructions	Stories
Phonics	Phase 2 - s, a, t, p i n, m, d, g, o, c, k Teach letter name, sound and formation. Oral segmenting and blending for reading.	Phase 2 - ck, e, u, r, h, b, f, l, ff, ss, ll Phase 3 - j, v Teach letter name, sound and formation. Oral segmenting and blending for reading	Phase 3 - w, x, y, z, zz, qu sh, ch, th, ng, nk Teach letter name, sound and formation. Oral segmenting and blending for reading	Phase 3 – ai, ee, igh, oa, oo, ar, ur, –es, review Teach letter name, sound and formation. Oral segmenting and blending for reading	Phase 3 – oo, ar, ur, or, ow, oi, ear, air Teach letter name, sound and formation. Oral segmenting and blending for reading	Phase 3 – ure, er, ow, review Teach letter name, sound and formation. Oral segmenting and blending for reading
Maths	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 &10 Exploring 3D Shapes	To 20 and Beyond How Many Now? Manipulate, Compose, Decompose	Shairng and Grouping Visulise, Build and Map Make Connections
Understanding of the World	Past and Present — Children talk about the lives of people	Cultural Celebrations — Know that people have different beliefs,	Materials and Their Properties — Explore materials, test them, describe changes.	Environmental Impact — Understand how human actions	Geography and Places — Know that there are different	Forces and Structures — Explore how things are built and what

	<p>around them and their roles in society.</p> <p>Similarities and Differences — Begin to understand that people have different experiences, cultures, and histories.</p> <p>Respecting Diversity — Know that some people’s lives were different in the past and recognise fairness/unfairness.</p> <p>Personal Experiences — Compare their own life with others’ experiences in age-appropriate ways.</p>	<p>celebrations, and traditions.</p> <p>Community and Belonging — Talk about what makes them unique and what they share with others.</p> <p>Understanding Differences — Notice and value similarities and differences between people.</p> <p>Special Times — Recognise special times for families and communities.</p>	<p>Cause and Effect — Understand how things work (torches, rockets, simple mechanisms).</p> <p>Environmental Responsibility — Talk about looking after resources and reducing waste.</p> <p>Imaginative Exploration — Use real-world knowledge to support imaginative play (space, travel, technology).</p>	<p>affect the natural world.</p> <p>Caring for the Planet — Know how to protect animals and habitats.</p> <p>Problem Solving — Explore simple solutions to environmental problems (recycling, reusing).</p> <p>Technology and Change — Talk about inventions that help people and the planet.</p>	<p>places, climates, and environments.</p> <p>Global Diversity — Notice differences in homes, food, and daily life around the world.</p> <p>Healthy Living — Understand where food comes from and what keeps us healthy.</p> <p>Animals and Habitats — Learn about animals that live in different environments.</p>	<p>makes them strong or stable.</p> <p>Design and Making — Plan, build, test, and adapt structures.</p> <p>Maps and Journeys — Create simple maps linked to story settings.</p> <p>Problem Solving in the Real World — Use tools and materials safely to achieve a purpose.</p>
Expressive Arts and Design	<p>Portraits & Identity Art</p> <p>Self-portraits</p> <p>Family representation</p> <p>Loose-parts faces</p> <p>Natural materials art</p>	<p>Collage and Mixed Media</p> <p>Festival collage</p> <p>Colour & pattern</p> <p>Layering techniques</p>	<p>Sculpture & Construction</p> <p>Junk-model rockets</p> <p>Clay or dough planets</p> <p>Shadow & light exploration</p>	<p>Recycled Art & Environmental Sculpture</p> <p>Plastic-waste sculpture</p> <p>Ocean textures — printing</p> <p>Designing inventions</p>	<p>Colour, Pattern & Cultural Art</p> <p>African pattern printing.</p> <p>Fruit still-life</p> <p>Natural materials art</p> <p>Story baskets & props</p>	<p>Architecture, Structures & 3D Design</p> <p>Bridge building</p> <p>Story settings models</p> <p>Map-making art</p> <p>Large-scale collaborative builds</p>