



Long Term Planning 2026 - 2027

Reception

Glossary of terms and abbreviations			COEL – Characteristics Of Effective Learning CLL – Communication, Language and Literacy PD – Physical Development PSED – Personal, Social and Emotional Development UW – Understanding the World EAD – Expressive Arts and Design LIT – Literacy M – Maths Phonics – The way we teach children to read words using sounds (phonemes) assigned to letters or groups of letters (graphemes) HFW – High Frequency Words. The most common words in English – these are not always decodable using phonics. EYFS – Early Years Foundation Stage (Nursery and Reception) National Curriculum – The objectives and skills taught in years 1 to 6 Tapestry – computer software used buy staff in Reception and Nursery to record children's development. This can be access by parents.					
Overview			COEL – Playing and Exploring/Active Learning/Creating and Thinking Critically are embedded in all areas of learning and recorded using Tapestry. Our Reception Curriculum is based on our on-going knowledge about the community we serve. It is rooted in the key elements of learning that are essential for our children to be confident speakers; be able to read, write and understand mathematical concepts thus ensuring they are ready for the National curriculum in Year One. Developing good Speaking and Listening skills are a priority within our Early Years Curriculum which includes the early identification of concerns in this area. Our curriculum is mapped out over a year with a separate progression of skills document which builds on children's knowledge, skills and understanding term on term. The curriculum is as rich outdoors as it is indoors, ensuring that children have a wide range of indoor and outdoor experiences no matter the weather, utilising a large outdoor area to explore and learn in. The curriculum is underpinned by the use of fiction and non-fiction texts. Children at Whitmore are active participants in their learning, and teaching is adapted, to take into account children's prior knowledge, skills, understanding and interests. Class teachers ensure all children make progress through identifying gaps in an individual's learning and putting next steps in place to close these. Parents are actively involved in their children's learning through regular parent's meetings, reading afternoons and Tapestry observations of their child's learning.					
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Events & Topics			Settling in Baseline Seasons - Autumn Joins playtime in Year 1 Diwali Firework & Halloween safety	Fireworks night Space and our world Remembrance Day Seasons - Winter Christmas production	Superhero's Police officer visit Starting PE in the hall Valentine's day Chinese New Year	Seasons - Spring Pancake day Road safety visit Celebrating ourselves Pirates Easter	Caterpillars Trip out <i>Barleylands – The Hungry Cqterpillar</i> Sowing a seed Nature & the planet Celebration assembly	Seasons - Summer Sports day Open evening When I grow up Transitioning to Year 1 Early learning goals
Prime Areas of Learning	CLL		<i>Social phases</i> <i>Engage in stories</i> <i>Start a conversation</i> <i>Learn new vocabulary</i>	<i>Active listening</i> <i>Engage in non-fiction books</i> <i>Describe an event</i>	<i>Use new vocab</i> <i>Ask relevant questions</i> <i>Retell stories</i> <i>Articulate ideas in sentences</i>	<i>Connect ideas using connectives</i> <i>Hold a back-and-forth conversation and explain why things happen</i>	<i>Consolidation</i> <i>Links to KS1</i>	<i>Consolidation</i> <i>Links to KS1</i>
	PD		<i>Holds a pencil</i> <i>Begin to develop body strength</i> <i>Healthy teeth and brushing teeth</i>	<i>Develop ball skills and small motor skills</i>	<i>Develop a handwriting style</i> <i>Refine movement skills</i> <i>Further develop body strength</i>	<i>Further refine ball skills</i> <i>Use small and large apparatus safely and with skill</i> <i>Have accuracy, precision, confidence, competence in physical activities</i>	<i>Consolidation</i> <i>Links to KS1</i>	<i>Consolidation</i> <i>Links to KS1</i>
	EYFS Skills		<i>Knows peers' names</i> <i>Forms new friendships</i> <i>Knows class rules</i> <i>Manage toileting</i>	<i>Able to share</i> <i>Begin to regulate behaviour</i>	<i>Think about others and wait their turn</i> <i>Begin to moderate their own feelings socially and emotionally</i>	<i>Express their feelings and consider others' feelings</i> <i>Focus attention</i> <i>I can regulate own behaviour</i>	<i>Consolidation</i> <i>Links to KS1</i>	<i>Consolidation</i> <i>Links to KS1</i>
	PSED Kapow Units		Self-regulation: My feelings <i>To name different feelings</i> <i>To talk about how I feel</i> <i>To talk about what I can do when I have big feelings</i> <i>To talk about different feelings in my body</i> <i>To use faces to help me understand how people feel</i> <i>To find ways to help me feel calm</i>	Building relationships: Special relationships <i>To talk about my family and say why they are special</i> <i>To talk about other people who are special to me</i> <i>To practise sharing by taking turns with others</i> <i>To talk about what makes me unique</i> <i>To talk about what I enjoy</i> <i>To spot how we are the same and different</i>	Managing self: Taking on challenges <i>To understand why we have rules</i> <i>To understand the importance of persistence in the face of challenges</i> <i>To work together as a group to overcome challenges</i> <i>To learn and practise 'grounding' coping strategies</i> <i>To understand the importance of perseverance in the face of challenge</i> <i>To learn new skills, showing resilience and perseverance in the face of challenge</i>	Self-regulation: Listening and following instructions <i>To understand why it is important to listen carefully</i> <i>To listen attentively to a story</i> <i>To understand why it is important to tell the truth and think about the feelings of others</i> <i>To follow instructions involving several ideas or actions</i> <i>To give simple instructions</i> <i>To listen and respond to phrases and instructions that involve several ideas or actions</i>	Building relationships: My family and friends <i>To understand that we all have different beliefs and celebrate special times in different ways</i> <i>To understand why sharing is important</i> <i>To understand the characteristics that make a good friend</i> <i>To consider why it is important to support each other by being kind</i> <i>To learn how to help, listen to and support others when working in a team</i> <i>To plan a party to celebrate the special friendships within the class</i>	Managing self: My well-being <i>To learn about the importance of exercise</i> <i>To learn how yoga can help our bodies to stretch, relax and stay healthy</i> <i>To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene</i> <i>To understand what it means to be a safe pedestrian</i> <i>To understand what it means to eat healthily</i> <i>To understand the importance of healthy food choices</i>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas of Learning	UW	Talks about own family Investigates environment Healthy eating Differences between us	Talk about figures from the past Understand people have different beliefs The moon and space	Explore the world around them People who help us	Understand the changing seasons Recognise different environments Lifecycles	Consolidation Links to KS1	Consolidation Links to KS1
	EAD	Using large brushes Playdough Printing Music making	Using clay Mixing colours Christmas songs	Create in a group Use pitch Use thinner brushes Plasticine Use previous learnt skills in their work	Express ideas through music, dance, art Able to talk about their creations	Consolidation Links to KS1	Consolidation Links to KS1
	LIT	Mark making Enjoy stories Write own name	Lists Captions Read using blending Funky writing Writing recognisable letters	Use story vocabulary in play Spelling some tricky words Read a book using phonic skills Use segmenting to spell new words	Predict key events in stories Form upper- and lower-case letters correctly Write sentences that can be read by others Read a book using phonic skills	Consolidation Links to KS1	Consolidation Links to KS1
	M	Match sort & compare Talk about measure & 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	Building 9 and 10 Length, height and time 3D shapes	Consolidation Links to KS1	Consolidation Links to KS1

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Wk 1	2 days Staggered start for children	4 days ff ll ss j	ai ee igh oa	Review Phase 3 ai ee igh oa oo ar or ur oo ow oi ear	Assess and review	Assess and review
	Wk 2	Staggered start for children s a t p	v w x y	oo oo ar or	Review Phase 3 er air words with double letters longer words	Short vowels CVCC	Summer 2 content begins Long vowel sounds CVCC CCVC
	Wk 3	s a t p	z zz qu words with –s /s/ added at the end (hats sits) ch	ur ow oi ear	Words with two or more digraphs	Short vowels CVCC CCVC	Long vowel sounds CCVC CCCVC CCV CCVCC
	Wk 4	i n m d	sh th ng nk	air er words with double letters: dd mm tt bb rr gg pp	Longer words words ending in –ing Compound words	4 days Short vowels CCVCC CCCVC CCCVCC	Longer words Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end
	Wk 5	g o c k	words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags)	Longer words	4 days Longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the en	Longer words Compound words	Longer words Root words ending in –ing, –ed /t/, –ed /id/ /ed/, –ed /d/
	Wk 6	ck e u r	Assess and review	Assess and review		root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	Longer words Root words ending in: –er, –est
	Wk 7	h b f l	Assess and review			3 days	3 days Assess and review
	Wk 8	Assess and review					
Books studied in class		The Colour Monster Anna Llenas Where the Wild Things Are Maurice Sendak Bringing the Rain to Kapiti Plain Verna Aardema Binny’s Diwali Thrity Umrigar	Look Up! Nathan Bryon Ning and the Night Spirits Adriena Fong Dear Santa Rod Campbell	Super Milly and the Super School Day Stephanie Clarkson The Magic Paintbrush Julia Donaldson Love Monster Rachel Bright	My Shadow is Pink Scott Stuart The Night Pirates Peter Harris The Odd Egg Emily Gravett	The Hungry Caterpillar Eric Carle The Tiny Seed Eric Carle The Extraordinary Gardener Sam Boughton	Oi! Frog Kes Gray Izzy Gismo Pip Jones When I Grow Up Tim Minchin
End of Year Objectives							
Handwriting	Physical Development Pencil grip		Literacy Writing				
	End of Autumn term I can hold a pencil with a 4-finger grasp End of Summer term I can hold a pencil with a static tripod grasp		End of Autumn term Transitional Letter/word representation First/last letter representation Medial letter sounds		End of Spring term Fluent Beginning phase writing Sentence writing		End of Summer term I can compose and write a sentence independently

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oracy Skills Taught		Physical <i>To speak audibly so they can be heard and understood</i> Linguistic <i>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</i> Cognitive <i>To use 'because' to develop their ideas</i> Social and Emotional <i>To listen attentively in a pair</i>		Physical <i>To use gesture to support meaning in play sometimes</i> Linguistic <i>To use talk in play to practice new vocabulary</i> Cognitive <i>To ask questions</i> Social and Emotional <i>To listen attentively in a pair or small group</i>		Physical <i>To use gesture to support meaning in play often</i> Linguistic <i>To use talk in play to practice new vocabulary</i> Cognitive <i>To wonder about ideas</i> <i>To describe events that have happened to them in detail</i> Social and Emotional <i>To take turns to speak with a partner independently</i>	
Talk Tactics taught		Encourage Suggest Speculate Instigate Stretch		Encourage Suggest Speculate Instigate Stretch Build		Encourage Suggest Speculate Instigate Stretch Build Challenge	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Wk 1	2 days Getting to Know You	4 days Identify, name and compare circles and triangles	Find, subitise and represent 0 to 5 <i>Find 1 more and 1 less 0-5</i> <i>Explore composition</i> <i>Mastery: Subitising</i>	Find and represent 9 and 10 <i>Compare numbers to 10</i> <i>Mastery: Counting, ordinality and cardinality</i>	Build numbers beyond 10 <i>Mastery: Counting, ordinality and cardinality</i>	Grouping <i>Mastery: Review and assess</i>
	Wk 2	Getting to Know You	Find and represent 4 <i>Mastery: Counting, ordinality and cardinality</i>	Compare mass <i>Find a balance</i> <i>Explore & compare capacity</i> <i>Mastery: Counting, ordinality and cardinality</i>	Number bonds to 10 <i>Mastery: Comparison</i>	Continue patterns beyond 10 <i>Mastery: Subitising</i>	Visualise, build and map <i>Identify units of repeating patterns</i> <i>Create & explore own pattern rules</i> <i>Mastery: Review and assess</i>
	Wk 3	Match pictures and objects <i>Identify a set and sort objects with rules</i>	Find and represent 5 <i>Mastery: Comparison</i>	Find & represent 6, 7 and 8 <i>Mastery: Composition</i>	Doubles to 10 <i>Mastery: Composition</i>	Adding more <i>Mastery: Composition</i>	Visualise, build and map <i>Describe positions, explore maps</i> <i>Mastery: Review and assess</i>
	Wk 4	Compare amounts <i>Mastery: Subitising</i>	Composition of 4 and 5 <i>One more and one less than 4 and 5</i> <i>Mastery: Composition</i>	Find & make doubles to 8 <i>Mastery: Composition</i>	Odd and Even <i>Mastery: Composition</i>	4 days Taking away <i>Mastery: Composition</i>	Make connections <i>Mastery: Review and assess</i>
	Wk 5	Compare size, mass and capacity <i>Mastery: Counting, ordinality and cardinality</i>	Conceptual subitising <i>Make pairs</i> <i>Combine 2 groups</i> <i>Mastery: Composition</i>	Length, height & time <i>Mastery: Composition</i>	4 days 3D Shapes <i>Mastery: Composition</i>	Manipulate, compose and decompose shapes <i>Mastery: Comparison</i>	Consolidation <i>Mastery: Review and assess</i>
	Wk 6	Explore, copy, continue and create simple patterns <i>Mastery: Composition</i>	Identify and name shapes with 4 sides <i>Combine shapes with 4 sides</i> <i>Mastery: Counting, ordinality and cardinality</i>	Copy and continue complex patterns		Counting beyond 20	Consolidation
	Wk 7	Find and represent 1, 2 and 3 <i>Mastery: Subitising</i>	Find and represent 0 Consolidation & Assessment			3 days Sharing equally <i>Mastery: Review and assess</i>	3 days Consolidation
	Wk 8	Composition of 1,2 and 3 <i>Mastery: Comparison</i>					

Term	Autumn term	Spring term	Summer term
Physical Education	Fundamentals Unit 1 <i>I am confident to try new challenges</i> <i>I can negotiate space safely with consideration for myself and others</i> <i>I follow instructions involving several ideas or actions</i> <i>I play co-operatively, take turns and encourage others</i> <i>I play games honestly and with consideration of the rules</i> <i>I use movement skills with balance and co-ordination when playing games</i>	Ball Skills Unit 1 <i>I can make independent choices</i> <i>I can negotiate space safely with consideration for myself and others</i> <i>I persevere when trying new challenges</i> <i>I play ball games with consideration of the rules</i> <i>I play co-operatively and take turns with others</i> <i>I use ball skills with developing competence and accuracy</i>	Games Unit 1 <i>I can negotiate space safely with consideration for myself and others</i> <i>I follow instructions involving several ideas or actions</i> <i>I play co-operatively, take turns and encourage others</i> <i>I play games honestly with consideration of the rules</i> <i>I show an understanding of my feelings and can regulate my behaviour</i> <i>I show an understanding of my feelings and can regulate my behaviour</i>
	Fundamentals Unit 2 <i>I am confident to try new challenges, deciding on the skills I use to complete the task</i> <i>I can negotiate space safely with consideration for myself and others</i> <i>I follow instructions involving several ideas or actions</i> <i>I play co-operatively, take turns and congratulate others</i> <i>I play games honestly with consideration of the rules</i> <i>I show an understanding of my feelings and can regulate my behaviour</i>	Ball Skills Unit 2 <i>I can negotiate space safely with consideration for myself and others</i> <i>I follow instructions involving several ideas or challenges</i> <i>I persevere when trying new challenges</i> <i>I play ball games with consideration of the rules</i> <i>I play co-operatively and take turns with others</i> <i>I use ball skills with developing competence and accuracy</i>	Games Unit 2 <i>I can negotiate space safely with consideration for myself and others</i> <i>I follow instructions involving several ideas or actions</i> <i>I play co-operatively, take turns and encourage others</i> <i>I play games honestly with consideration of the rules</i> <i>I show an understanding of my feelings and can regulate my behaviour</i> <i>I use ball skills with developing competence and accuracy</i> <i>I show an understanding of my feelings and can regulate my behaviour</i>
Music	Me! Listen and Respond <i>I enjoy listening to music and respond through dancing or other movement</i> <i>I can recognise and name some of the characters and stories in the songs</i> Explore and Create <i>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving like a character from the song</i> <i>I can copy back the rhythm of their name</i> <i>I can copy sounds I hear to distinguish high pitched sounds from low pitched sounds</i> Singing: Learn to Sing the Song <i>I can learn to sing the song in unison with support</i> <i>I can add actions or substitute a word in some sections</i> Share and Perform <i>I can choose one of the songs and perform it with any actions I have created</i>	My Stories Listen and Respond <i>I enjoy listening to music and respond through dancing or other movement</i> <i>I can recognise and name some of the characters and stories in the songs</i> Explore and Create <i>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving like a character from the song</i> <i>I can copy back the rhythm of their name</i> <i>I can copy sounds I hear to distinguish high pitched sounds from low pitched sounds</i> Singing: Learn to Sing the Song <i>I can learn to sing the song in unison with support</i> <i>I can add actions or substitute a word in some sections</i> Share and Perform <i>I can choose one of the songs and perform it with any actions I have created</i>	Our World! Listen and Respond <i>I enjoy listening to music and respond through dancing or other movement</i> Explore and Create <i>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving</i> <i>I can copy back the rhythms of phrases in the song</i> <i>I can copy sounds I hear to distinguish high pitched sounds from low pitched sounds</i> <i>I can play a 1-note pattern in time with the pulse</i> Singing: Learn to Sing the Song <i>I can learn to sing the songs in unison with support</i> <i>I can add appropriate actions or substitute a word in some sections</i> Share and Perform <i>I can choose one of the songs and perform it with any actions I have created</i> <i>I can listen back to the performance</i>
		Everyone! Listen and Respond <i>I enjoy listening to music and respond through dancing or other movement</i> <i>I enjoy listening to music and responding to different speeds through dancing or other movement</i> Explore and Create <i>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving</i> <i>I can copy back the rhythm of phrases in the song</i> <i>I can copy sounds I hear to distinguish high pitched sounds from low pitched sounds</i> <i>I can play a 1-note pattern in time with the pulse</i> Singing: Learn to Sing the Song <i>I can learn to sing or rap the songs in unison with support</i> <i>I can add actions or substitute a word in some sections</i> Share and Perform <i>I can choose one of the songs or the rap and perform it with any actions I have created</i> <i>I can listen back to the performance</i>	Big Bear Funk Listen and Respond <i>I enjoy listening and dancing to funk music</i> Explore and Create <i>I can find the pulse in different ways and show this through actions e.g. funky monkey, funky chicken or funky bear</i> <i>I can copy back the rhythms of words from the video</i> <i>I can clap the rhythm of the words from the song</i> <i>I can play the pulse with a pitched note or untuned percussion instrument</i> <i>I can add one pitched sound to the rhythm of words and short phrases from the song</i> Singing: Learn to Sing the Song <i>I can learn to sing the songs in unison with support</i> <i>I can add appropriate actions or substitute a word in some sections</i> Share and Perform <i>I can choose one of the songs and perform it with any actions I have created</i> <i>I can listen back to the performance</i>