

## Long Term Planning 2025 - 2026

### Reception

<b>Glossary of terms and abbreviations</b>		<p><b>COEL</b> – Characteristics Of Effective Learning  <b>CLL</b> – Communication, Language and Literacy  <b>PD</b> – Physical Development  <b>PSED</b> – Personal, Social and Emotional Development  <b>UW</b> – Understanding the World  <b>EAD</b> – Expressive Arts and Design  <b>LIT</b> – Literacy  <b>M</b> – Maths  <b>Phonics</b> – The way we teach children to read words using sounds (phonemes) assigned to letters or groups of letters (graphemes)  <b>HFWS</b> – High Frequency Words. The most common words in English – these are not always decodable using phonics.  <b>EYFSS</b> – Early Years Foundation Stage (Nursery and Reception)  <b>National Curriculum</b> – The objectives and skills taught in years 1 to 6  <b>Tapestry</b> – computer software used by staff in Reception and Nursery to record children’s development. This can be accessed by parents.</p>					
<b>Overview</b>		<p><b>COEL</b> – Playing and Exploring/Active Learning/Creating and Thinking Critically are embedded in all areas of learning and recorded using Tapestry.</p> <p>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.</p> <p>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.</p> <p>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.</p>					
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Main Events &amp; Topics</b>		<b>Settling in</b> <b>Baseline assessment</b> <b>Autumn</b> <b>Outside/inside</b> <b>Joins playtime in Year 1</b> <b>Diwali</b> <b>Firefighter visit</b> <b>Firework &amp; Halloween safety</b>	<b>Fireworks night</b> <b>Space and our world</b> <b>Remembrance Day</b> <b>Winter</b> <b>Christmas production</b>	<b>Police officer visit</b> <b>Starting PE in the hall</b> <b>Valentine’s day</b> <b>Chinese New Year</b>	<b>Spring</b> <b>Pancake day</b> <b>Road safety visit</b> <b>Celebrating self</b> <b>Easter</b>	<b>Summer</b> <b>Caterpillars</b> <b>Trip out</b> <i>Barleylands – The Hungry Caterpillar</i> <b>Sowing a seed</b> <b>Nature &amp; the planet</b> <b>Celebration assembly</b>	<b>Sports day</b> <b>Open evening</b> <b>Learn to ride</b> <b>Animal workshop</b> <b>Transitioning to Year 1</b>
<b>Prime Areas of Learning</b>	<b>CLL</b>	<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>
	<b>PD</b>	<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>
	<b>PSED</b>	<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>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific Areas of Learning</b>	<b>UW</b>	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
	<b>EAD</b>	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
	<b>LIT</b>	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
	<b>M</b>	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	4 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	4 days Assess and review	Summer 1 content root words ending in: -ing, -ed /t/, -ed /l/ /ed/ -est
	Wk 2	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	Assess and review
	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	Summer 2 content begins Long vowel sounds CVCC CCVC
	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	Long vowel sounds CCVC CCCVC CCV CCVCC
	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	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 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 6	ck eur	Assess and review	Assess and review		2 days	Longer words Root words ending in -ing, -ed /t/, -ed /l/ /ed/, -ed /d/
	Wk 7	h b fl	Assess and review				Longer words Root words ending in: -er, -est
	Wk 8	Assess and review					1 day 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	Super Milly and the Super School Day Stephanie Clarkson The Magic Paintbrush Julia Donaldson	My Shadow is Pink Scott Stuart The Night Pirates Peter Harris	The Tiny Seed Eric Carle The Extraordinary Gardener Sam Boughton	Oi! Frog Kes Gray Izzy Gismo Pip Jones When I Grow Up Tim Minchin	
<b>End of Year Objectives</b>							
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	
<b>Oracy Skills Taught</b>		<b>Physical</b> <i>To speak audibly so they can be heard and understood</i>  <b>Linguistic</b> <i>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</i>  <b>Cognitive</b> <i>To use 'because' to develop their ideas</i>  <b>Social and Emotional</b> <i>To listen attentively in a pair</i>	<b>Physical</b> <i>To use gesture to support meaning in play sometimes</i>  <b>Linguistic</b> <i>To use talk in play to practice new vocabulary</i>  <b>Cognitive</b> <i>To ask questions</i>  <b>Social and Emotional</b> <i>To listen attentively in a pair or small group</i>	<b>Physical</b> <i>To use gesture to support meaning in play often</i>  <b>Linguistic</b> <i>To use talk in play to practice new vocabulary</i>  <b>Cognitive</b> <i>To wonder about ideas</i> <i>To describe events that have happened to them in detail</i>  <b>Social and Emotional</b> <i>To take turns to speak with a partner independently</i>				
<b>Talk Tactics taught</b>		<b>Encourage</b> <b>Suggest</b> <b>Speculate</b> <b>Instigate</b> <b>Stretch</b>	<b>Encourage</b> <b>Suggest</b> <b>Speculate</b> <b>Instigate</b> <b>Stretch</b> <b>Build</b>	<b>Encourage</b> <b>Suggest</b> <b>Speculate</b> <b>Instigate</b> <b>Stretch</b> <b>Build</b>				
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Maths</b>	<b>Wk 1</b>	4 days <b>Getting to Know You</b>	4 days <b>Identify, name and compare circles and triangles</b>	<b>Find, subitise and represent 0 to 5</b> <i>Find 1 more and 1 less 0-5</i> <i>Explore composition</i> <i>Mastery: Subitising</i>	<b>Find and represent 9 and 10</b> <i>Compare numbers to 10</i> <i>Mastery: Counting, ordinality and cardinality</i>	<b>Build numbers beyond 10</b> <i>Mastery: Counting, ordinality and cardinality</i>	<b>Sharing equally</b> <i>Mastery: Review and assess</i>	
	<b>Wk 2</b>	<b>Getting to Know You</b>	<b>Find and represent 4</b> <i>Mastery: Counting, ordinality and cardinality</i>	<b>Compare mass</b> <i>Find a balance</i> <i>Explore &amp; compare capacity</i> <i>Mastery: Counting, ordinality and cardinality</i>	<b>Number bonds to 10</b> <i>Mastery: Comparison</i>	<b>Continue patterns beyond 10</b> <i>Mastery: Subitising</i>	<b>Grouping</b> <i>Mastery: Review and assess</i>	
	<b>Wk 3</b>	<b>Match pictures and objects</b> <i>Identify a set and sort objects with rules</i>	<b>Find and represent 5</b> <i>Mastery: Comparison</i>	<b>Find &amp; represent 6, 7 and 8</b> <i>Mastery: Composition</i>	<b>Doubles to 10</b> <i>Mastery: Composition</i>	<b>Adding more</b> <i>Mastery: Composition</i>	<b>Visualise, build and map</b> <i>Identify units of repeating patterns</i> <i>Create &amp; explore own pattern rules</i> <i>Mastery: Review and assess</i>	
	<b>Wk 4</b>	<b>Compare amounts</b> <i>Mastery: Subitising</i>	<b>Composition of 4 and 5</b> <i>One more and one less than 4 and 5</i> <i>Mastery: Composition</i>	<b>Find &amp; make doubles to 8</b> <i>Mastery: Composition</i>	<b>Odd and Even</b> <i>Mastery: Composition</i>	4 days <b>Taking away</b> <i>Mastery: Composition</i>	<b>Visualise, build and map</b> <i>Describe positions, explore maps</i> <i>Mastery: Review and assess</i>	
	<b>Wk 5</b>	<b>Compare size, mass and capacity</b> <i>Mastery: Counting, ordinality and cardinality</i>	<b>Conceptual subitising</b> <i>Make pairs</i> <i>Combine 2 groups</i> <i>Mastery: Composition</i>	<b>Length, height &amp; time</b> <i>Mastery: Composition</i>	<b>3D Shapes</b> <i>Mastery: Composition</i>	<b>Manipulate, compose and decompose shapes</b> <i>Mastery: Comparison</i>	<b>Make connections</b> <i>Mastery: Review and assess</i>	
	<b>Wk 6</b>	<b>Explore, copy, continue and create simple patterns</b> <i>Mastery: Composition</i>	<b>Identify and name shapes with 4 sides</b> <i>Combine shapes with 4 sides</i> <i>Mastery: Counting, ordinality and cardinality</i>	<b>Copy and continue complex patterns</b>		2 days <b>Counting beyond 20</b>	<b>Consolidation</b> <i>Mastery: Review and assess</i>	
	<b>Wk 7</b>	<b>Find and represent 1, 2 and 3</b> <i>Mastery: Subitising</i>	<b>Find and represent 0</b> <b>Consolidation &amp; Assessment</b>				<b>Consolidation</b>	
	<b>Wk 8</b>	<b>Composition of 1,2 and 3</b> <i>Mastery: Comparison</i>					1 day <b>Consolidation</b>	

<b>Religious Education</b>	<b>RE objectives taught</b>	<b>Theology</b> <i>I can recognise simple religious beliefs or teachings I can talk about some aspects of a religious or belief story I can use key theological vocabulary such as 'God' I can recreate religious and belief stories with 'small world' play I can talk about sacred texts</i>	<b>Philosophy</b> <i>I can ask interesting and puzzling questions about religious and belief stories I can ask puzzling and interesting questions about the world around me I can talk about what concerns me about different ways in which people behave I can say what is important, or has value, to me I can use my senses to investigate religion and belief</i>	<b>Human / Social Sciences</b> <i>I can identify simple features of religious life and practices in a family context I can recognise a number of religious words I know where some religious worldviews originated I can name some religious symbols I can name some religious artefacts I can talk about religious events I see or hear (festivals, ceremonies, etc) I can talk about what people wear because of my beliefs I can visit a local place of worship I can talk to someone who holds a particular religious or non-religious belief</i>
	<b>Specific units taught</b>	<b>Autumn Term</b> <b>Religions:</b> Christianity / Judaism <b>Unit Name:</b> Special People  <b>Religion:</b> Christianity <b>Unit Name:</b> Christmas	<b>Spring Term</b> <b>Religion and beliefs:</b> Hinduism (also Nowruz and Chinese New Year) <b>Unit Name:</b> Celebrations  <b>Religion:</b> Christianity <b>Unit Name:</b> Easter	<b>Summer Term</b> <b>Religions:</b> Christianity, Islam, Hinduism, Sikhism <b>Unit Name:</b> Story time  <b>Religions:</b> Christianity, Islam, Judaism <b>Unit Name:</b> Special places
	<b>Notes</b>	Specific units that are taught in RE are based around key stories from the religions that children will study in KS1 and KS2 The specific RE objectives are adapted from the 2022 Essex Agreed Syllabus – these are taught through free flow and direct teaching activities The areas of the EYFS that are covered are the essential skills needed for children to be able to fully access their RE learning in subsequent years; children may learn about cultural and religious festivals as part of their topics, as well as gaining a wider understanding of the world beyond Basildon		
<b>Physical Education</b>	<b>Physical Development</b> <b>End of Autumn term expectations</b>	<b>Physical Development</b> <b>End of Spring term expectations</b>	<b>Physical Development</b> <b>End of Summer term expectations</b>	
	<i>I can take a T-shirt and jumper on/off on my own, may be back to front I can pull up clothes on own I can maintain balance around corners/cones I can throw a ball forward using appropriate technique- rotating trunk/swinging arms I can catch a large ball by bringing my hands into chest I can direct kick to knock down a tower I can walk along a chalk line I can jump forward, taking off and landing on 2 feet</i>	<i>I can put on shoes and socks correctly I can fasten a zip on my own I can stop a bike using brakes/feet I can pedal down an incline maintaining balance I can hit a target with a tennis ball using underarm throw I can bounce a large ball I can walk towards and kick a ball I can walk along a low and wide balance beam I can hop on 1 foot 2-3 times</i>	<i>I can dress and undress on own 2-wheel bike –I can pedal and maintain balance for a few feet on the flat I can throw tennis ball underhand using trunk rotation and opposing arm/leg movements I can bounce and catch a large ball using 2 hands I can run towards and kick a ball I can hold a controlled static balance on one leg I can jump and turn in the air</i>	
	<b>Notes</b> <i>These objectives are from the EYFS skills document, which has been adapted from Development Matters and other guidance Children in Reception will start PE lessons in the Autumn term</i>			
	<b>Skills taught in PE lessons</b> <b>Autumn term</b>	<b>Skills taught in PE lessons</b> <b>Spring term</b>	<b>Skills taught in PE lessons</b> <b>Summer term</b>	
<b>Fundamentals Unit 1</b> <i>I am confident to try new challenges I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or actions I play co-operatively, take turns and encourage others I play games honestly and with consideration of the rules I use movement skills with balance and co-ordination when playing games</i>	<b>Ball Skills Unit 1</b> <i>I can make independent choices I can negotiate space safely with consideration for myself and others I persevere when trying new challenges I play ball games with consideration of the rules I play co-operatively and take turns with others I use ball skills with developing competence and accuracy</i>	<b>Games Unit 1</b> <i>I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or actions I play co-operatively, take turns and encourage others I play games honestly with consideration of the rules I show an understanding of my feelings and can regulate my behaviour I show an understanding of my feelings and can regulate my behaviour</i>		
<b>Fundamentals Unit 2</b> <i>I am confident to try new challenges, deciding on the skills I use to complete the task I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or actions I play co-operatively, take turns and congratulate others I play games honestly with consideration of the rules I show an understanding of my feelings and can regulate my behaviour</i>	<b>Ball Skills Unit 2</b> <i>I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or challenges I persevere when trying new challenges I play ball games with consideration of the rules I play co-operatively and take turns with others I use ball skills with developing competence and accuracy</i>	<b>Games Unit 2</b> <i>I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or actions I play co-operatively, take turns and encourage others I play games honestly with consideration of the rules I show an understanding of my feelings and can regulate my behaviour I use ball skills with developing competence and accuracy I show an understanding of my feelings and can regulate my behaviour</i>		