

Pool Hayes Long Term Plan

Reception 2025-2026

2025-2026	Autumn 1 (8wks) 01.09.25 - 24.10.25	Autumn 2 (7wks) 03.11.2025-19.12.2025	Spring 1 (6wks) 05.01.26 - 13.02.26	Spring 2 (5wks) 23.02.26 - 27.03.26	Summer 1 (6wks) 13.04.26 - 22.05.26	Summer 2 (7wks) 01.06.26- 17.07.26
Topic	Marvellous Me (Birthdays)	Celebrations (Diwali/Bonfire night)	Winter	Spring/Animals	Space	People who help us
Focus Books (Drawing Club)	All about families Pablo and the noisy party Funnybones I'm special, I'm me Elmer The Rainbow Fish My five senses	Pumpkin Soup Little Acorn We're Going on a Bear Hunt (for seasonal changes) Dipal's Diwali - Twinkl The Christmas Story	Squirrels New Year's Resolution Here Comes Jack Frost Stickman Rosie's Walk	Jack and the Beanstalk Sam plants a Sunflower The Tiny Seed Farmer Duck Handa's Hen	You Choose: Space Aliens love underpants Whatever Next Mr Grumpy's outing Goodnight Moon	Supertato Fred the Firefighter Cops and Robbers You Choose
Key Events	Settling into Reception Roald Dahl Day (13/09)	Diwali (20/10) Fireworks (5/11) Christmas Nativity		Mother's day (15/03) Easter	St George's Day (23/4) World Bee Day (20/5)	Father's Day (21/6) Graduation Ceremony Sports Day Super hero party
Key Learning/ concept	<ul style="list-style-type: none"> Learning new routines Who is in our families Labelling body parts 	<ul style="list-style-type: none"> Learning Autumn Months The Christmas Story 	<ul style="list-style-type: none"> Signs of Winter/Change in seasons Keeping Safe 	<ul style="list-style-type: none"> Looking after animals Growing and Planting 	<ul style="list-style-type: none"> Keeping safe in different environments. Different transport 	<ul style="list-style-type: none"> Retelling and making own stories Different roles in the community
PD Covered within Striver PE units.	Revise and refine movements: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of	Develop ball skills- throwing, catching, kicking, passing, aiming, batting and aiming. Good posture for sitting.	Develop overall body strength co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including	Building on balancing skills- gymnastics, dance, sports. Combine different movements with ease and fluency.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Develop confidence when engaging in physical activities. Develop their small motor skills so that they can use a range of tools competently, safely and



Inspire. challenge. learn

	moving, with developing control and grace.		dance, gymnastics, sport and swimming.		Develop handwriting style, which is fast, accurate and efficient.	confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
PSED	Identify and moderate their own feelings socially and emotionally. See themselves as a valuable individual. Build constructive and respectful relationships.	Manage their own needs: - personal hygiene. Know and talk about keeping healthy overall.	Express their feelings and the feelings of others.	Think about the perspectives of others.	Show resilience and perseverance in the face of challenge.	See themselves as a valuable individual. Build constructive and respectful relationships.
CL	Understand how to listen carefully and why listening is important. Learn new vocabulary. Connect one idea or action to another using a range of connectives. Engage in story times.	Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Develop social phrases. Use new vocabulary in different Contexts. Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Articulate their ideas and thoughts in well-formed sentences.



Inspire, challenge, learn

Literacy	Read individual letters by saying sounds for them.	Blend sounds into words, so that they can read short words made up of known letter correspondence. Read some letter groups that represent one sound and say sound for them.	Read a few common expectation words matched to the school's phonics program.	Read simple phrases and sentences made up of words with known letter sound correspondence and where necessary a few expectation words. Re-read these books to build confidence in word reading, their fluency, understanding and enjoyment.	Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with known letter sound correspondences using a capital letter and full stop. Re-read what they have written to check if it makes sense.	Retell stories and narratives using own words and taught vocabulary. Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words and sentences consistent with their phonic knowledge by sound blending. Write and spell words most of which are correctly formed and can be read by others.
Mathematics	Numbers to 5 Comparing Groups within 5 3D/2D shapes	Change within 5 Number bonds to 5 Space	Numbers to 10 Comparing numbers to 10 Addition to 10 Measure (length, height and weight) Number bonds to 10	Number bonds to 10 Subtraction Exploring Patterns	Counting on and back Numbers to 20 Numerical Patterns	Shape (composing and decomposing shapes) Measure (volume and capacity) Sorting Time
UTW	HISTORY FOCUS Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.	HISTORY FOCUS Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways.	GEOGRAPHY FOCUS Recognise some similarities and differences between life in this country and life in other countries.	GEOGRAPHY FOCUS SCIENCE FOCUS Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	SCIENCE FOCUS Understand changes of seasons, animals and plants. Draw information from a simple map.	GEOGRAPHY FOCUS Talk about the lives of the people around them and their roles in society. Understand that some places are special to members of their community.



Inspire, challenge, learn

EAD	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups.	Watch and talk about dance and performance art, expressing their feelings and responses.	Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.
PSHE	How do we decide how to behave? Class rules; respecting others' need; behaviour; listening; feelings and bodies can be hurt. Who are our trusted adults?	How can we stay healthy? Things that keep us healthy; exercise; food; hygiene.	How do we feel? Different kinds of feelings; strategies to manage feelings; anger, sad, happy.	What makes us special? Special people; that everyone is unique; but that everyone has similarities.	How do we keep safe? Who keeps us safe; how can we keep ourselves safe; being safe around medicine and household products.	What can we do with money? Where does money come from; spending; keeping money safe.
RE (Special stories to be looked at throughout the year)	Being Special; Where do we belong?	Special Times; What times are special and why? (Part 1 Christmas/Diwali focus)	Special people; which people are special and why?	Special Times; What times are special and why? (Part 2 Easter, Vaisakhi, Eid Focus)	Special world; What is special about our world and why?	Special Places; What places are special and why?
Trips/Parent Workshops	Early Reading- Introduction to phonics	Early Mathematics	Early Writing Inspire Workshop	Trip - Farm	Inspire Workshop	Visits from everyday heroes Superhero party Graduation