PHASE YEAR GROUP: Early Years Reception **LONG TERM PLAN** **ACADEMIC YEAR 2025/2026**

	AUTUMN (8 + 7)		SPRING (6 + 6)		SUMMER (6 + 7)	
TOPIC **Threshold Concept**	Rhyme Time	Wonderful World and Me	Outer Space	Long Ago (pirates/soldiers/castles/dinosaurs/toys)	Into the Wild	Journeys
	Cultural Capital: -In School Theatre Visit -Nick Cope Visit -Pegasus Theatre -Church visit -Nativity Performance		**Cultural Capital:** -Oxford Space visit -Mother's Day Tea -Mini Eid Party - Easter Egg Hunt Easter Bonnet Parade Oxfordshire Museum workshop/loan box		**Cultural Capital:** -Dad's Forest School Session Zoolab Train ride -Legoland Trip	

	Understanding of the World: **History** **Past and Present** -How have things changed? What is different? **To Comment on images of familiar situations in the past** looking at Nursery Rhymes, explaining similarities and differences. -Curiosity Cube **Compare and contrast characters from stories and Rhymes** -Frequently sharing texts, images and telling oral stories to develop an understanding of the past and present -Drawing Club - Children talk about characters and settings in Rhymes and explore common themes **Geography People Culture and Communities**. Rhymes from around the world -looking at maps/images of places around the world	**Understanding of the World:** **History** **Past and present** **Compare and contrast Characters from stories, including figures from the past** Who was Guy Fawkes? What is Bonfire Night? Children's history- how have I changed? **Geography** **People, Culture and Communities** **Talk about members of their immediate family and community.** Where do I live? Where do my family come from? Look at globes, maps, flags, food, clothing and homes. **Recognise some environments that are different from the one in which they live** **Recognise that people have different beliefs and celebrate special times in different ways.**	**Understanding of the World:** **Geography** **The Natural World/ People, Culture and Communities** -Look at NASA space cam **Recognise some environments that are different from the one in which they live** What is it like on board the space station? Earth vs the Moon/space – gravity, air, temperature. **History** **Past and present** **Compare and contrast Characters from stories, including figures from the past** Who were Neil Armstrong, Buzz Aldrin and Mae Jemison? Who is Tim Peake?	**Understanding of the World:** **Geography** **People, Culture and Communities** **situations in the past** -Look closely at maps and make maps of the garden for a treasure hunt **Recognise some environments that are different from the one in which they live** -Compare and contrast different types of castles and environments, including places they know. **Recognise that people have different beliefs and celebrate special times in different ways.** **History** **Past and Present** **Comment on images of familiar situations in the past.** - through stories and discussions develop an understanding of own history How have toys changed? Looking at toys from the past and compare with toys now Punch and Judy puppet show How was the world different in Pehistoric Times? Who was Mary Annimng? Traditional Tales Kings and Queens	**Understanding of the World:** **Geography** **The Natural World** **Explore the Natural world around them** Exploring the rainforest/jungle environment -what lives here? Live webcams of jungle/rainforest **Recognise some environments that are different from the one in which they live** Look at globes and maps to locate jungles and rainforests. Compare the rainforest/jungle environments to where we live Listen to sounds of the jungle rainforest **Understand the effect of changing seasons on the natural world around them.** Compare seasons in the UK to tropical rainforest climates – constant warmth, rainfall, lush vegetation. Exploring Weather- Why is the weather important for Earth? **Begin to understand the need to respect and care for the natural environment and all living things.** Discuss deforestation, endangered animals (like orangutans or jaguars), and how we can help protect them. -Where are the minibeasts hiding in our garden/forest school?	**Understanding of the World:** **History** **Past and Present** Children's history - how have I changed this year, my journey? **Geography** **Recognise some environments that are different from the one in which they live** Mapping own journey to school Story Mapping Explore where children or their families have travelled. Look at transport, homes, food, and traditions in other places. Compare and celebrate cultural diversity. Explore the roles of people who help us on journeys (e.g., pilots, train drivers, bus drivers, taxi drivers). Visit or invite guest speakers. Explore different environments they might travel through (e.g. countryside, seaside, city, mountains).

	Expressive Arts and Design: **Art** **To explore, use and refine a variety of artistic effects to express their ideas and feelings** Painting- using tools and techniques to explore colour, printing, patterns and designs transient art Wax leaf rubbings and collaging Transforming Objects- painting on natural objects **DT** **TC- Return to and build on their previous learning, refining ideas and developing their ability to represent them.** - Create a Rhyme character, learning how to create moveable parts with split pins **Design and Technology** **Create collaboratively, sharing ideas, resources and skills** Cooking- following instructions to make biscuits Decorating biscuits	**Expressive Arts and Design:** **Art** **To Explore, Use and refine a variety of artistic effects to express their ideas and feelings** -Develop colour-mixing techniques, printing patterns- string painting Making circle art -Observational drawing of the inside of pumpkins Self Portraits/Family Portraits Access Art - abstract face relief sculptures **Design and Technology** **Create collaboratively, sharing ideas, resources and skills** **Cooking:** To make mini Christmas cakes	**Expressive Arts and Design:** **Art** **To Explore, Use and refine a variety of artistic effects to express their ideas and feelings** -Collaging -Making own constellations exploring chalk and oil pastels Wax relief children are introduced to the magic of creating invisible wax lines which are then made to appear on the page with watercolour -wax relief paintings and combining salt with watercolours and Brusho inks- creating night time sky -Drawing by torchlight developing skills in using charcoal and exploring light and dark and shadow drawing Galaxy Painting with watercolours/food colouring and oil pastels **Design and Technology** **Create collaboratively, sharing** cooking - making moon rock cakes	**Expressive Arts and Design:** **Art** **To Explore, Use and refine a variety of artistic effects to express their ideas and feelings** Developing painting techniques- Create own dragon by blowing Brusho inks Exploring Clay to create dinosaurs **Design and Technology** **Create collaboratively, sharing ideas, resources and skills** Exploring the power of creativity -Prop Making for Toys -Making Finger puppets and creating puppet shows Making crowns	**Expressive Arts and Design:** **Art** **To Explore, Use and refine a variety of artistic effects to express their ideas and feelings** Splatter/drip paintings Leaf/flower printing Collaging with feathers and animal print paper/fabric **Design and Technology** **Create collaboratively, sharing ideas, resources and skills** - Creating mini jungle/rainforest worlds Making Brazilian Butterflies with coffee filters and Brusho ink Jungle Animal Masks Tissue paper Jungle flowers Cooking-Making cakes and biscuits for bake sale	**Expressive Arts and Design:** **Art** **To Explore, Use and refine a variety of artistic effects to express their ideas and feelings** Printing with vehicles Creating textured map collages Printing patterns Shape collages **Design and Technology** **Create collaboratively, sharing ideas, resources and skills** -Junk modelling transport
ENGLISH (linked with current term's topic where possible)	**Non-Fiction-** **Feelings** (PSE Self Regulation) **Golden Rules** **Seasons** (Understanding of the World)	**Non-Fiction** **Guy Fawkes** **Diwali** **Christmas** (Understanding of the World-History/RE, labelling family and body parts)	**Non-Fiction** **Meet the planets** **Zoo in the sky** (Understanding of the World-Geography, Science, History) (L/C&L Fact, list writing, labelling)	**Non-Fiction** **Big Book of Dinosaurs** **Meet The Dinosaurs** (Understanding of the World-Geography, Science, History, RE) (L/C&L Fact Writing)	**Non-Fiction** **Big Book of Beasts** **Big Book of Blooms** **Rainforest** **Over in the Jungle** **Rainforest Animals** **Over and Under The Rainforest** (Understanding of the World-Geography, Science, RE) (L/C&L Fact writing, labelling)	**Non-Fiction** **One Upon a Map** **Big Book of Maps** **Migration** (Understanding of the World-Geography, Science,RE) (L/C&L Writing narratives story maps)

	Narrative **The Golden Rules & Colour Monster** (PSE- Self regulation) **DC- Humpty Dumpty** **Hey diddle diddle** **Hickory Dickory Dock** **Little Miss Muffet** **I'm a little teapot** **Jack and Jill** (L/C&L-Traditional Rhymes)	**Narrative** **Martha Maps It Out** **Little Glow** **The World Came to My Place Today** **A Ticket Around The World** (UW-RE) (L/C&L- Character/setting descriptions) (L/C&L-writing lists, labelling) **The Christmas Story** (UW/RE)	**Narrative** **The Way Back Home** **My Pet Star** **Aliens Love Underpants** **The first hippo on the moon** **Space Tortoise** **Look Up!** **Asto Girl** **How to catch a Star** (L/C&L, UW, character/setting descriptions)	**Narrative** **DC- The Pirates are coming** **Captain Pugwash** **Brrr!** **Meet the dinosaurs** **Rex** **Tyrannosaurus Drip** (L/C&L-Character/setting descriptions, story maps)	**Narrative** **Maybe** **Monkey Puzzle** **Walking Through the Jungle** **Now You See Me, Now You Don't** **The Mixed Up Chamelleon** (C/C&L- Fact/Instruction writing/ labelling/UW)	**Narrative** **Journey** **NaughtyBus** **The Hundred Decker Bus** **The Train Ride** **The Journey Home From Grandpa's** **The Snail and The Whale** **The Suitcase** (L/C&L- Character/setting, narrative writing, story maps UW)
	Songs/Poetry **Hello song** **Days of the week** **Chop, Chop** **Shoes** **Leaves are Falling** **Basket of Apples** (C&L)	**Poetry** **Hello song** **Days of the week** **Nativity Songs** **Remember, Remember** **Nativity Songs** **Pointy Hat** **5 little pumpkins** **Mice** (C&L EAD)	**Poetry** **Hello song** **Days of the week** **Let's put on our Mittens** **I can build a snowman** **Carrot Nose** **Popcorn** **Pancakes** (C&L UW)	**Poetry** **Hello song** **Days of the week** **Monster Shuffle** **Furry Furry Squirrel** **Hungry Birdies** **Stepping Stones** **Little seed** **Thunderstorm** **Dance** (C&L L, UW)	**Poetry** **Hello song** **Days of the week** **If I were so very Small** **Under a stone** **I have a little frog** (C&L UW)	**Poetry** **Hello song** **Days of the week** **The Sound Collector** **Seaside** **A little shell** **Pitter Patter** **Rockpool** **5 Peas** (C&L UW)
Possible Reading/Book Talk Focus/Class Text	Colour Monster The Golden Rules Transient Rhymes and Jingles Rhyming stories Best Diwali Ever	Martha Maps It Out Little Glow The World Came to My Place Today A Ticket Around The World PeePo	The Way Back Home My Pet Star Aliens Love Underpants The first hippo on the moon Space Tortoise Look Up! Asrto Girl How to catch a Star	The Pirates are coming Captain Pugwash Brrr! Meet the dinosaurs Rex Tyrannosaurus Drip The Paper Bag Princess The Kiss that Missed Dogger Old Bear The Paper Dolls Nothing	Maybe Monkey Puzzle Walking Through the Jungle Now You See Me, Now You Don't The Mixed Up Chameleon	Journey NaughtyBus The Hundred Decker Bus The Train Ride The Journey Home From Grandpa's The Snail and The Whale The Suitcase

Phonics Children in Reception will access daily phonics sessions following the Read Write Inc. programme in groups specifically targeted to their ability. Assessments will be carried out every six weeks to ensure children can progress through the programme effectively. Children will develop the skills to write a sentence independently.	Letters and Sounds games Fred Games Set 1 sound Fred Talk Word Time 1.1-1.3	Set 1/ 2 Sounds Fred Talk Word Time 1.1-1.5 CV/VC/CVC blending Alien Words Red Words	Set 1/2 Sounds Word Time 1.1-1.7 CVC CVCV words blending-Fred Talk/Fred Fingers Alien words Red words RWinc Ditty sheets and Red Ditty Books Reading comprehension-Book talk Sentence writing- Hold a sentence	Set 2 Sounds Revisit Set 1 Word Time CVC, CVCV words Blending- Fred in head, Fred Talk, Fred Fingers Alien Words Red words RWinc Ditty Books/Green Books Reading comprehension Hold a sentence Sentence building Book Talk	Set 2 sounds Word Time CVC, CVCV words Blending- Fred in head, Fred Talk, Fred Fingers Alien Words Red words RWinc Ditty Books/Green Books/Purple Books Reading comprehension Hold a sentence Sentence building Book Talk	Set 2 sounds Word Time CVC, CVCV words Blending- Fred in head, Fred Talk, Fred Fingers Alien Words Red words RWinc Ditty Books/Green Books/Purple Books Reading comprehension Hold a sentence Sentence building Book Talk

MATHS **White Rose lesson input** **Weekly Big Maths**	Exploring Number, Pattern, and Relationships Noticing/Subitising Just Like Me! Matching and sorting by different attributes Identifying and creating simple patterns Exploring objects and quantities using language: same, different, more, fewer Karen Wilding EYMaths focus: Building early conservation and classification skills through comparison and matching Autumn Challenge Introducing subitising using real-life objects/ Five Frames Recognising and counting numbers to 5 One-to-one correspondence earn Its: 1+1=2, 2+2=4 Counting songs and rhymes Early concept of “one more”	It’s Me 1, 2, 3! / Light and Dark Understanding the numbers 1, 2 and 3 deeply: composition and representation Comparing quantities and introducing ordinal language Recognising simple 2D shapes: circles and triangles Understanding routines and sequencing (time) Karen Wilding EYMaths focus: Developing number sense with structured and unstructured images (fingers, objects, 5-frames) Counting to 10 and ordering numbers Begin 2-digit numbers through chanting (e.g. 10, 20…) Learn Its: Doubles 1 to 5 Exploring “one less” Positional language and patterns Comparing amounts (more/less) Big Maths focus: Using fingers and Pom to understand “how many”	Building Number Sense to 10 and Beyond Alive in 5! Deep exploration of numbers to 5: counting, subitising, composition, comparing Subitising/ five frames Zero as a concept Introducing mass and capacity using real-world objects Karen Wilding focus: Building fluency with rekenreks, finger patterns, and storytelling contexts; emphasis on visual structures Number bonds to five Growing 6,7,8- Composition, sorting, Matching, 1 more/less Ten Frames Pairs, combining groups, Adding More Comparing Height/Length Days of the Week, Measuring Counting beyond 10 Estimating small quantities Counting in 2s, 5s and 10s (chanting and rhythm) Learn Its: 5+5=10, 6+6=12 Partitioning numbers to 5/10 Comparing quantities and recognising patterns	Growing 6, 7, 8 / Building 9 and 10 Composition of 6–10 Combining groups and early addition/subtraction through real-life problem-solving Addition and subtraction to 10 Comparing numbers using a range of representations (tens frame, part-whole) Number Bonds to ten Representing and Sorting, Ordering numerals to 10 Composition, Counting back, Comparing, Making 3D shapes- building/matching, making, printing, pattern Introducing length and height Karen Wilding EYMaths focus: Story-based problems, encouraging number talk and part-whole understanding through play Subitising Number bonds to 5 and then to 10 Doubling and halving within 10 Begin to understand addition as “putting together” It’s Nothing New: Applying known Learn Its in different ways	Reasoning, Pattern, and Problem Solving To 20 and Beyond / First, Then, Now Counting to and beyond 20 using concrete and pictorial support Building understanding of place value: “10 and a bit” Ten Frames Exploring simple addition and subtraction stories Spatial reasoning: rotations, flips, and positioning Karen Wilding EY Maths focus: Emphasis on children’s explanations, pattern spotting, and building number fluency through exploration The Sunflower Challenge (EY Maths) Subitising Five/Ten frames Counting on and back - Addition and subtraction Place value numbers to 20. Confidently counting, reading and ordering to 20 Addition using practical resources and mental images Subtraction using stories and real-life scenarios	Find My Pattern / On the Move Doubling, halving, and sharing using real-life contexts Exploring odd and even numbers through sorting and pairing Directional language and movement – maps, mazes, positional language Embedding all concepts through cross-curricular projects and play Karen Wilding EY Maths focus: Secure reasoning through games, visual patterns, and meaningful repetition Numerical patterns Consolidation Subitising Five/Ten Frames Secure fluency with number bonds to 10 Solving problems with doubling/halving/sharing Talking about strategies (maths talk) Combining numerals, symbols and models Embedding the idea of efficiency and strategy choice

				Start understanding subtraction practically (taking away)	Learn Its: Instant recall of key facts to 10 Beginning part-whole understanding Using number lines and number tracks	It's Nothing New: Applying all known facts to new problems
Understanding of the World (SCIENCE) **Working Scientifically**	**The Natural World** **Explore the natural world around them** -Talk about, note and record the weather -Talk about and share stories about the changing seasons - Autumn Walk -Make collections of Autumnal items -Autumn Challenge (EYMaths) Cooking- making and decorating spider biscuits -Egg drop experiment: Can you protect Humpty with different materials? (bubble wrap, sponge, paper). Real vs boiled egg test: What happens when you drop each? Why? Building a wall: Can you build a stronger wall for Humpty with different construction materials? Water and Forces- What happens when water flows?	**The Natural World** **Explore the natural world around them** **Talk about the differences between materials and changes they notice** --Observations and drawings of pumpkins and leaves -Taste testing food from around the World -Cooking cultural dishes linked to children and their families -Seasonal walks -Labelling myself/parts of the body NCPCC PANTS Rule Oral Health	**The Natural World** **Describe what they see, hear and feel whilst outside** **Understand the effect of changing seasons on the Natural world around them** -observe the natural world -look at the weather and seasonal features -Observe how animals behave differently as the seasons change **Explore the natural world around them** _Compare day/night, observe the sky, and talk about shadows and light. -Explore and observe the moon and its phases -Explore Magnets **Recognise some environments that are different from the one in which they live.** Compare Earth with other planets and stars in the Solar system and their features Learn about astronauts and how they live in space	**The Natural World** **Explore the natural world around them** -Observe the natural world, find out about trees and forests -Talk about and share stories about the changing seasons -Observe and interact with light and shadows **Describe what they see, hear and feel whilst outside** -Observe changes in seasons and states of matter -Go on a spring Walk -Observations and drawings of spring flowers - Be colour collectors	**The Natural World****Explore the natural world around them** **Describe what they see, hear and feel whilst outside** -What do animals/plants need to survive? -Make observations and drawings of animals and plants Where are the minibeasts hiding? Compare local environments (e.g. school garden) with rainforests. Discuss sounds (bird calls, rain), feel of leaves, humidity. Compare seasons in the UK to tropical rainforest climates – constant warmth, rainfall, lush vegetation. -Create a Jungle Terrarium -Planting Sunflower Seeds -Labelling plants -Learn about Rainforest Ecosystems and layers	**The Natural World** **Explore the natural world around them** Sunflower challenge (EY Maths) - discovering where seeds are found and how they grow. What do they need to grow? Planting own sunflower seeds and noticing changes when they happen Compare how journeys look in different seasons (e.g., walking in snow vs sun). Discuss how weather affects travel. Making maps of journeys to school.

Computing	Internet safety- IT Programming- online games Using tablets and Audio Players(Toni player) to listen to stories and Rhymes	Using Audio Players and tablets to listen to stories (QR Codes) Digi Maps Google Earth	Internet Safety- Chicken Clicking Using tablets to explore the International Space Station Digi maps Google Earth	Audio Stories	Using tablets to take photos of our environment Looking at webcam and live steams of rainforests/Jungles Digi Maps Google Earth	IT Programming/ Coding Beebots and Rugged Racers Using tablets Digi maps
PD/P.E	Squiggle While You Wiggle Dance- Let's Move Nursery Rhymes Cosmic Yoga	Squiggle/Dough Disco/Pen Disco Dance- Let's Move Folk dance around the world Fireworks Diwali Twas the Night Before Christmas	Dough Disco/Pen Disco Dance- Let's Move Space Cosmic Yoga- Space Picnic	Handwriting Dance- Let's Move Pirates, Knights, castles and dragons Traditional playground games, songs and dances Cosmic Yoga Pirate Adventure	Handwriting Dance Let's Move Life in the Rainforest Cosmic Yoga- Jungle Safari	Handwriting Dance- Let's Move Summer holidays Magic carpet ride
Understanding of the World People, Culture and Communities (Jigsaw/ Understanding Christianity RE) Including block weeks	Harvest/ Harvest donations **Jigsaw RE:** Special People What makes people special? 13.10.25 **Talk about immediate family and community** **Name and describe people who are familiar to them** **Recognise that people have different beliefs and celebrate special times in different ways** Dwali 20.10.25	Remembrance Advent Church Visit Nativity **To understand that some places are special to members of their community** **Recognise that people have different beliefs and celebrate special times in different ways** **Understanding Christianity:** Incarnation- why do Christians perform Nativity Plays at Christmas? 15.12.25	**Jigsaw RE:** Celebrations How do people celebrate? 09.02.26 **Recognise that people have different beliefs and celebrate special times in different ways**	Lent Ramadan/Eid **Understanding Christianity:** Salvation Why do Christians put a cross in an Easter garden 23.03.26 **Recognise that people have different beliefs and celebrate special times in different ways**	**Jigsaw RE:** Stories What can we learn from stories? Buddhism, Christianity, Islam, Hinduism, Sikhism 18.05.26	**Jigsaw RE:** Special Places What makes places special? Christianity, Judaism, Islam 29.06.26 **To understand that some places are special to members of their community**

Values and Caritas	Joy Care for God's Creation		Justice Solidarity		Courage Call to Family, Community & Participation	
Expressive Arts and Design (Music) Voices Foundation/Oxford Song **Listen attentively, move to and talk about music, expressing their feelings and responses** **Sing in a group or on their own, increasingly matching the pitch and following the melody.** **Composing own songs.**	Traditional Nursery Rhymes and Songs Voices Foundation: Inside Music Oxford Song Nick Cope Songs and Rhymes	Voices Foundation: Inside Music Nativity Songs	Songs with Lycra Voices Foundation : Inside Music Songs about Space	Voices Foundation: Inside Music Mothers day song	Voices Foundation: Inside Music Jungle songs and Rhymes	Voices Foundation: Inside Music
P.S.H.E.	WE'RE ALL STARS! Community Rights and responsibilities Getting to know each other Working together Colour Monster- emotional literacy, understanding and communicating feelings The Golden Rules, getting to know and understand them	BE FRIENDLY, BE WISE Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors NCPCC PANTS Rule Oral Health, looking after our teeth	LIVING LONG, LIVING STRONG RSE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty Healthy eating and exercise Goal-setting and motivation Keeping Safe Online and sensible amounts of screen time Big 3+Me	DARING TO BE DIFFERENT Identity and self-esteem Difference and diversity Peer influence and assertiveness Big3+Me	DEAR DIARY Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support Being a safe pedestrian Big 3 +Me	JOINING IN AND JOINING UP Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising activities Growth Mindset- Only One You Snail and Whale Big 3+ME

Continuous provision	**Area of focus inside**- Home corner, Small world, Book Corner, Fine Motor/Loose parts, water, Maths, Construction, Art, Malleable, Mark Making. Areas are enhanced to meet the needs of the children and skills progression. When appropriate links are made to topics and curriculum coverage. **Areas of focus outside-** Mud Kitchen, Small World, Mark Making, Climbing frame, Construction, Builders Yard, Water, Sand, Bikes and Scooters, Nature Area