PHASE YEAR GROUP: Early Years Reception **LONG TERM PLAN** **ACADEMIC YEAR 2026/2027**

	AUTUMN (8 + 7)		SPRING (6 + 6)		SUMMER (6 + 7)	
TOPIC / THEME	**Terrific Tales**	**Magic Moments**	**Frozen Worlds**	**Wild Things**	**Bugs Life**	**Underwater Worlds**
Curriculum Hooks/Cultural Capital – trips or visitors	● Story Museum - In school Visit ● Christmas Nativity Concert ● Science Oxford- Inventing Isobel- 19th November 2026		● Oxford Ice Rink? ● Mother's Day Tea (Reception) ● Wild Rumpus- Easter Egg Hunt ● Easter Bonnet Parade		● Natural History Museum - Bugs Bonanza (with Y1) ● Whole school Trip Whipsnade (May 2027) ● Dad's Lego Building Session ● Caterpillars	
Knowledge and 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** Look at pictures and stories from traditional tales, explaining similarities and differences. **Compare and contrast characters from stories** Frequently share texts, images and tell oral stories to develop an understanding of the past and present Drawing Club - Children talk about characters in stories and explore common themes.	**History** **Past and present** **Compare and contrast Characters from stories including figures from the past** Who was Guy Fawkes? What is Bonfire Night? Remembrance Who do we remember and why?	**Geography** **The Natural World/ People Culture and Communities** Frozen Places - Arctic - looking at maps, where are the cold places? **Recognise some environments that are different from the one in which they live** Compare Oxford with Antarctica	**Geography** **People Culture and Communities** Look closely at maps and make maps using own ideas Describe own environment **History** **Past and Present** **Comment on images of familiar situations in the past** - through stories and discussions develop an understanding of own history	**Geography** **The Natural World** **Explore the Natural world around them** -Where are the minibeasts hiding?	**Geography** **The Natural World/People Culture and Communities** **Recognise some environments that are different from the one in which they live** -Compare and contrast Oxford with coastal town/city - make observations and drawings

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 **DT** **Return to and build on their previous learning, refining ideas and developing their ability to represent them.** -Collaboratively design and make a chair for Baby Bear. learning different techniques for joining materials. - Create a Gingerbread man 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 porridge Decorating Gingerbread men	**Art** **To Explore, Use and refine a variety of artistic effects to express their ideas and feelings** -Develop colour-mixing techniques -wax relief paintings and combining salt with watercolours and Brusho inks -Observational drawing of the inside of pumpkins -Exploring drawing with pastels in the style of Korky Paul **Access Art** Wax relief children are introduced to the magic of creating invisible wax lines which are then made to appear on the page with watercolour **Design and Technology Create collaboratively, sharing ideas, resources and skills** **-**To make mini Christmas cakes	**Art** **To Explore, Use and refine a variety of artistic effects to express their ideas and feelings** -Painting with ice -Collaging -Exploring the power of creativity Newspaper heads	**Art** **To Explore, Use and refine a variety of artistic effects to express their ideas and feelings** Developing painting techniques- Create own monster by blowing Brusho inks Exploring Clay to create monsters and 3D maps Exploring the power of creativity -Drawing by torchlight developing skills in using charcoal and exploring light and dark. Using children's toys -Making Finger puppets and creating puppet shows	**Art** -Digital Media Taking closeup photos of insects (Microsculpture) Creating Clay insects Exploring the power of creativity - Spiral snails Minibeast artwork **Design and Technology Create collaboratively, sharing ideas, resources and skills** -Making giant jam sandwiches	**Art** **To Explore, Use and refine a variety of artistic effects to express their ideas and feelings** Observational drawing of shells using pastels, paint, charcoal Taking underwater photos Exploring the power of creativity- Exploring spirals Plasticine Printmaking Marbling **Design and Technology Create collaboratively, sharing ideas, resources and skills** -Making ice cream -Sewing making felt fish -Making paper boats -Making 3D shells
ENGLISH (linked with current term's topic where possible)	**Non-Fiction-** **Feelings** (PSE Self Regulation)	**Non-Fiction** **Guy Fawkes**	**Non-Fiction** **Antarctica**	**Non-Fiction** **Tree**	**Non-Fiction** **Big Book of Bugs**	**Non-Fiction** **What a shell can tell**

	Seasons (Understanding of the World)	**Diwali/Celebrations/Festivals** **Christmas** (Understanding of the World-History/RE)	**Arctic Animals** (Understanding of the World- Geography, Science) (L/C&L Fact writing)	**Maps** (Understanding of the World- Geography, Science)	**All about Minibeasts** (Understanding of he World-Science)	**What a Waste** (Understanding of the World-Geography, Science)
	Narrative **Golden Rules (Miss Beanie)** (PSE- Self regulation) **Leafman** **Sweep** (UW) **DC- Goldilocks and The Three Bears** **The Magic Porridge Pot** **The Gingerbread Man** **Hansel and Gretel** **Rapunzel** (L/C&L-Traditional Tales)	**Narrative** **The Best Diwali Ever** (UW-RE) **Winnie the Witch** **The Magic Bed** **Leon and the Place Between** **The Lights That Dance In The Night** **DC- Room on The Broom** **What's in the Witches Kitchen?** **A Dark Dark Tale** (L/C&L- Character/setting descriptions) **Rascally Cake** (L/C&L-writing lists) **The Christmas Story** (UW/RE)	**Narrative** **DC- Be brave Little Penguin** **DC- Lost and Found** **DC- Penguin** (L/C&L,UW)	**Narrative** **DC- Where the Wild Things Are** **Not Now Bernard** **Billy and the Beast** **The Hairy Toe** **Once There Were Giants** (L/C&L-Character/setting descriptions)	**Narrative** **The Very Busy Spider and other Eric Carle stories** **Bug Fact files** **DC-Superworm** **DC- Doug the bug** **DC- The Giant jam Sandwich** (C/C&L- Fact/Instruction writing/UW)	**Narrative** **Flotsam** **Only One You** **The Fish Who Could Wish** **Fidgety Fish** **The Odd Fish** **Somebody Swallowed Stanley** (L/C&L- Character/setting, poetry writing, UW)
	<u>Songs/Poetry Basket</u> **Hello song** **Days of the week** **Chop, Chop** **Shoes** **Leaves are Falling**	**<u>Poetry Basket</u>** **Hello song** **Days of the week** **Nativity Songs** **Remember, Remember** **Nativity Songs**	**<u>Poetry Basket</u>** **Hello song** **Days of the week** **Let's put on our Mittens** **I can build a snowman** **Carrot Nose**	**<u>Poetry Basket</u>** **Hello song** **Days of the week** **Monster Shuffle** **Furry Furry Squirrel** **Hungry Birdies**	**<u>Poetry Basket</u>** **Hello song** **Days of the week** **If I were so very Small** **Under a stone** **I have a little frog**	**<u>Poetry Basket</u>** **Hello song** **Days of the week** **The Sound Collector** **Seaside** **A little shell**

	Basket of Apples (C&L)	**Pointy Hat** **5 little pumpkins** **Mice** (C&L EAD)	**Popcorn** **Pancakes** (C&L UW)	**Stepping Stones** **Little seed** **Thunderstorm** **Dance** (C&L L, UW)	(C&L UW)	**Pitter Patter** **Rockpool** **5 Peas** (C&L UW)
Reading/Book Talk Focus/Class Text	Ladybird Traditional Tales The Stinky Cheeseman	The Magic Bed The Lights That Danced in the Night Leon and the Places Between Korky Paul Stories Room on The Broom Rascally Cake	Be Brave Little Penguin Penguin	Where the Wild Things Are	The Very Busy Spider	Flotsam
Phonics Children access daily phonics sessions following the Read Write Inc. programme in groups specifically targeted to their ability. Assessments are carried out every six weeks to ensure children can progress through the programme effectively. Children will develop the skills to write a sentence independently.	Fred Games Set 1 sounds Fred Talk Word Time 1.1-1.3	Set 1 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 sheets and Red Ditty 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 Red /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
MATHS **Mastering Number and White Rose lesson input**	Mastering Number sessions 1-5 Getting to Know You (2 weeks) Match, sort and compare Talk about measure and pattern It's Me 1, 2, 3	Mastering Number sessions 6 - 10 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Mastering Number sessions 11 – 15 Alive in 5 Mass and Capacity Growing 6,7,8	Mastering Number sessions 16 – 20 Length, height and time Building 9 and 10 Explore 3D shape	Mastering Number sessions 21 – 25 To 20 and beyond How many now? Manipulate, compose and decompose	Mastering Number sessions 26 – 31 Sharing and grouping Visualise, build and map Make connections

Books - EY Complete Book List (WRM) chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://drive.usercontent.google.com/download?id=1ABl93paM8hQpQPoFZ3F92kU4gTUBBtgV&authuser=0&acrobatPromotionSource=gdrive_chrome-list						
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 -Go on an Autumn Walk -Make collections of Autumnal items	**The Natural World** **Explore the natural world around them** **Talk about the differences between materials and changes they notice** -Exploring and combining different materials to make magic potions - Use describing words to talk about what changes they notice -Observations and drawings of pumpkins	**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** -explore and observe snow and ice -What is waterproof?	**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** **Describe what they see, hear and feel whilst outside** Where are the minibeasts hiding? -What do minibeasts need to survive? -Make observations and drawings of insects and plants -Go on a minibeast hunt	**The Natural World** **Explore the natural world around them** -Look closely at shells- what is the same, what is different, who did the shell belong to? -Explore floating and sinking -How can we look after our oceans?
Computing	Internet safety- IT Programming- online games Using tablets and Audio Players	Using Audio Players and tablets to listen to stories (QR Codes)	Internet Safety- Smartie Penguin Using tablets Digi maps	IT Programming/ Coding Beebots and Rugged Racers Using tablets Digi maps	Using tablets to take zoomed in photos -Microsculpture	Using Tablets and Polaroid cameras to take underwater photos, Digi maps
PD/P.E	Squiggle While You wiggle	Squiggle/Dough Disco/Pen Disco	Dough Disco/Pen Disco	Handwriting Dance- Let's Move	Handwriting Dance Let's Move	Handwriting Dance- Let's Move

+ sports coaching for T1 and 2	Dance- Let's Move Autumn The Enormous Turnip Cosmic Yoga The Three Billy Goats Gruff	Dance- Let's Move Room on the Broom Fireworks Diwali Twas the Night Before Christmas	Dance- Let's Move Winter Wonderland Snow World Gymnastics- Space, Listening Pose, Movement Patterns and Basic Shapes	Wood in the Wood Gymnastics- Basic shapes and Balances	Minibeasts Gymnastics-Rolling Techniques and climbing	Under the Sea Gymnastics-Safe Dismounts
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? **Talk about immediate family and community** **Name and describe people who are familiar to them**	Diwali 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?	**Jigsaw RE:** Celebrations How do people celebrate? **Recognise that people have different beliefs and celebrate special times in different ways**	Eid **Understanding Christianity:** Salvation Why do Christians put a cross in an Easter garden **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	**Jigsaw RE:** Special Places What makes places special? Christianity, Judaism, Islam **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**	Traditional Nursery Rhymes and Songs Voices Foundation: Inside Music	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

Sing in a group or on their own, increasingly matching the pitch and following the melody. Composing own songs.	Oxford Song Nick Cope Songs and Rhymes					
P.S.H.E.	**We're all stars!** Community Rights and Responsibilities Getting to know each other Working together Big 3 + Me	**Be Friendly, Be Wse** Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors Big 3 + Me	**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 Dental Health, looking after our teeth Big 3 + Me	**Dear Diary** Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support Being a safe pedestrian Growth Mindset- Only One You Big 3 + Me	**JOINING IN AND JOINING UP** Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising Activities 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					