Stibbard All Saints Year Reception Long-Term Plan 2025 - 2026

Believe, Achieve, Belong

Overview/Key themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	**All About Me**	**Terrific Toys**	**Fantastic Fairytales**	**Space Stars**	**Whatever the Weather**	**Journeys**
Values						
Key texts	The Colour Monster All are Welcome The Invisible String What Happened to you? Pumpkin Soup Farmer Duck Autumn Texts Penguin Huddle I Like Me Once There Were Giants Titch	Firework Poems Rama and Sita Guy Fawkes Poem Twelve Days of Christmas The Scarecrows Wedding The Nativity	The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood Goldilocks and the Three Bears Jack and the Beanstalk	Whatever Next Here we Are 8 Little Planets Goodnight Spaceman Man on the Moon Look Up Astro Girl	A Thing Called Snow The Snowflake Tidy Elmer and The Rainbow The Rhythm of the rain The Weather Girls Meet the Weather Tree: Seasons come, Seasons Go	Miss Bilberries New House Runaway Train The Lost Property Office Emma Jane's Aeroplane
Key dates	Harvest	Diwali 8/11- 12/11 Bonfire Night Remembrance Nativity Performance	Lunar New Year Shrove Tuesday	Easter Lent Mothers Day	Earth Day Eid - Muslim Festival	Fathers Day 21st June 2026 Sports day Transition week
Enrichment /Showcase (Visit/visitor) Close the Classroom Days	Phonics cafe Reading For Pleasure cafe	Parents to visit Cherry Class for teddy bears picnic Letters to Santa - visit the postbox Nativity	Gressenhall - Once Upon a time Vet visit to school Maths cafe	Mothers Day Event Astronaut Day	Parents in to help with growing plants	Fathers Day Event Steam visit Family Summer Party
Parental Engagement **Tapestry**	Home Visits Teddy Bears Picnic Reading and phonics cafes	Parent Teacher Interviews Harvest Remembrance	Maths cafe	Parent Teacher Interviews Mothers Day event	Parents in to plant seeds	End of year report Fathers Day Event

Dojo	Phonics workshop	Nativity				
Assessment	Getting to know the children Baseline	Phonics Pupil Progress	Phonics	Phonics Pupil Progress	Phonics GLD	Phonics Pupil Progress Transition

Communincation and Language C&L	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS focus: C&L is developed throughout the year through high quality instructions, daily group discussions, sharing circles, life skills, stories, singing, speech and language interventions.	Daily routines Circle Games Making friends Talking about me Rhyming and alliterations Hearing sounds in the environment around me Feelings Modelled Talk - “Good morning, how are you?” Learn rhymes, poems and songs	Exploring and developing new vocabulary Listening and responding to stories Following instructions Focusing on short tasks Greater engagement in two way conversations Understand how to listen and why listening is important Learn rhymes, poems and songs	Story language Retelling stories with story language Take part in discussions Listen to and talk about stories to build familiarity and understanding Describe events Ask how and why questions Learn rhymes, poems and songs	Noticing sharing ideas Ask I wonder questions Use key language to enhance our descriptions Use familiar language to act out an experience Learn rhymes, poems and songs	Share ideas and opinions about books we are reading Exploring a range of fiction and non-fiction Describe similarities and differences Create their own stories and narratives Learn rhymes, poems and songs	Offer explanations Use past, present and future tense Learn rhymes, poems and songs Hold a conversation with adults and peers
Daily stories. Tier 2 vocab. Adults commentating during play. Adults modelling standard English.						

Personal, Social and Emotional Development	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS focus: PSED is developed throughout the year through high quality texts, daily group discussions, sharing circles and life skills.	New Beginnings Talk about their interests and what is special to them. Being in my new class. Class rules and routines - 'We are learning through play'. Support children to build relationships. Play alongside other children, taking turns. Share resources-sharing timers, talk through why we take turns, wait politely and tidy up after ourselves. Learn basic hygiene through routines. Be independent in addressing their own needs - having a drink, caring for possessions, self registration, toileting.	Getting on and Falling out Discuss emotions Develop self-confidence. Make independent choices, build positive relationships. Use talk to articulate how they are feeling. Celebrating similarities and differences. Mental wellbeing - How to talk and organise their emotions. Build constructive and respectful relationships	Good to Be Me Celebrate differences Identify and moderate their own feelings socially and emotionally Think about the feelings of others Show resilience and perseverance in the face of a challenge Personal hygiene and germs, including bacteria, viruses, how they spread and the importance of handwashing.	Relationships What makes a good friend? To begin to think about the perspective of others and the implications of your actions. To describe what makes a good friend To identify the mental and physical benefits of being active and healthy To describe how to look after pets Introduce Growth Mindset and the importance of being positive To describe the importance of healthy food and regular exercise	Looking after Others To establish and maintain friendships. To show resilience when things do not go their way. To know ways to look after the planet. Talk about what is right and wrong and reasons. To be sensitive to the needs of others.	Changing Me Take part in Sports Day - winning and losing Transition - moving on or staying in the same class but new year group. Reflect on how far they have come. Feeling proud of ourselves. Dreams and Goals

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine motor skills	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Dough Disco Daily access to fine motor activities in provision. Manipulate objects with some control. Draw lines and circles using gross motor movements. Model hold pencil/paint brush with a tripod grip. Twinkl Phonics - modelling letter formation with rhymes and patterns developing muscle memory.	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Dough Disco Daily access to fine motor activities in provision. Weekly yoga to develop core strength for writing Use tools to effect changes to different materials. Begin to use scissors with control Show preference for dominant hand Use of simple tools within Welly Day sessions.	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Dough Disco Daily access to fine motor activities in provision. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Loose parts, small construction, hammer and pins. Continue to develop independence using cutlery Use of simple tools within Welly Day sessions.	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Dough Disco Daily access to fine motor activities in provision. Hold the pencil effectively with tripod grip. Forms recognisable letters most correctly formed. Build models with smaller linking blocks, such as Lego, Duplo. Use of simple tools within Welly Day sessions.	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Dough Disco Daily access to fine motor activities in provision. Continue to develop pencil grip and letter formation Use scissors with control to cut along a straight/wavy/curved line. Explore a range of tools e.g. hammers in the forest	Develop their fine motor skills through threading, cutting, weaving, playdough and fine motor activities. Daily access to fine motor activities in provision. To form most letters correctly Start to colour inside the lines of a picture. Begin to show accuracy and care when drawing . Use of simple tools within Welly Day sessions.
Gross motor skills	REAL PE unit	Getset4PE	Getset4PE	Getset4PE	Getset4PE	getset4PE
Checking pencil grip. Daily opportunities for fine motor practise. Climbing equipment. Yoga sessions. Dough Disco						

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	Show an interest in print, that it has meaning, show an understanding that we turn pages and read from left to right and top to bottom. Share, discuss, predict, repeat stories and poems. Recognise their name and learn to write it. Begin to read, recognise and write tricky words. Learn new vocabulary from stories and texts we have shared. Join in with rhymes and repeated refrains.	Retell stories and events through imaginative play. Engage in roleplay to show learning. Use JC lenses to share vocabulary and simple sentences. Share non-fiction books. Begin to blend CVC from sounds taught. Enjoy an increasing range of books. Identify rhyming words and make up your own. Write in cards for Christmas, letters to Father Christmas, Firework poems, retell a story.	Make up stories based on interests and activities in their own lives. Retell familiar stories and traditional tales with increasing confidence. Blend CVC using known Phonics sounds and continue to identify, recognise and read tricky words Children share books at school and at home. Children begin to describe stories using beginning, middle and end.	Confidently read sentences, blending confidently sounds and tricky words learnt to date. Use vocabulary and forms of speech which have been influenced by texts they have read and vocabulary they have gathered through JC. Develop their own narratives and explanations by connecting ideas and events. Continue a rhyming string.	Non fiction books linked to other areas of the curriculum. Habitats around the world etc. Retell a story using prompts as part of a group. Use story language. Re-read books to build confidence and fluency. Explain the main events of a story, consider events, characters, plot. make predictions about what will happen next. Use non fiction to share learning and vocabulary learnt throughout the curriculum.	Show an interest in telling their own stories. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions. Begin to understand a non-fiction text and the difference between this and fiction texts. Identify the front cover, illustrator, illustrations, author and title. Demonstrate an understanding of what has been read and explain what has been read in their own words. Use new vocabulary in their play.
Word reading	Twinkl Phonics Recap Level 1 - Listening skills Identify gaps in knowledge (Year 1 Sheep) Baseline knowledge	Twinkl Phonics - Level 2 (a,b,c)	Twinkl Phonics - Level 3	Twinkl Phonics - Level 3 continued	Twinkl Phonics - Level 3 consolidation and then Level 4	Twinkl Phonics - Level 4 continued
Writing	Whiteboard Opportunities to write	Whiteboard Opportunities to write	Whiteboard Opportunities to write	Whiteboard Opportunities to write	Whiteboard Opportunities to write	Whiteboard Opportunities to write

	Name writing daily Begin to read, write and recognise familiar words - mum, dad, dog Emergent writing Phonics books	Name writing daily Phonics books Segmenting to write cvc words	Name writing daily Phonics books Segmenting to write simple sentences	Name writing daily Phonics books Writing simple sentences using phonics knowledge and tricky words	Name writing daily Phonics books Using writing for different purposes	Name writing daily Phonics books Using writing for different purposes

Maths	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
White Rose maths Maths Mastery	Baseline Getting to know you Match, Sort and compare Talk about and 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 Length and Height	Length and Height Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate compose and decompose	Sharing and Grouping Visualise, build and map Make connections

Understanding the World - People, Culture and Communities, Natural World, Past and Present	**Autumn 1** **All About Me**	**Autumn 2** **Terrific Toys**	**Spring 1** **Fantastic Fairytales**	**Spring 2** **Space Stars**	**Summer 1** **Whatever the Weather**	**Summer 2** **Journeys**
	Talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them Talk about members of their immediate family and community Navigating around our classroom and outdoor areas. Discuss seasonal changes	Show photos of how Christmas used to be celebrated in the past. Nativity performance Draw a map to your house for Father Christmas to follow on Christmas Eve Discussion about Christmas, why do we celebrate it? How do you celebrate? Diwali - food tasting, Rangoli patterns, Rama and Sita Winter walk: discuss seasonal changes Visit to local church	Visit to Gressenhall for Fairy Tales Day Share different versions of fairy tales Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives Discuss occupations and how to identify strangers that can help them when they are in need. Discuss seasonal changes - observations, sketching, collections	Astronaut Day Look at the different famous astronauts and talk to the children about important contributions they have made. Invite children to look at the Moon each night. At the end of the week, can they share any changes they have noticed to the Moon?	Notice differences between local environment and a contrasting one Planting and growing Create opportunities to discuss how to care for the natural world around us Jungle and farm animals Nocturnal animals Changes in living things Observational drawings of the natural world	Discuss modes of transport and how the children got to school. Introduce the children to a range of transport Highlight land and water on the Earth Map of a journey, birds eye view map, big map Looking forward - Moving into Year 1. Key questions: What am I looking forward to? What do I want to get better at? Focus on attitudes to learning and values.

Detailed RE plan at the bottom of this document

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self Portraits - pencil drawing, using mirrors, photos Nursery rhymes Role play Stories Junk modelling Provide opportunities to work together to develop and realise creative ideas	Firework pictures - chalk and patterns Nativity Performance and practise Create Christmas card, calendar Create Rangoli patterns, Diva lamps Elves Workshop - wrapping presents, posting, stamping, bunting Learn a range of Christmas songs Christmas baking	Story maps, props, puppets to support retelling, inventing and adapting traditional tales Use different materials, textures to make houses and bridges and chairs Invent music and dance moves for some of the characters Mask making Puppet making	Mother's Day cards, baking and creating Easter crafts Georgia O'Keefe study to create still life watercolours Make a seed packet Collage animals, symmetrical patterns, Rousseau's Tiger Life cycles	Design and make objects they may need in space, thinking about form and function creating outer space pictures Junk modelling - houses, bridges, boats and transport Retelling familiar stories Role Play	Role Play journeys - magic carpet, trains, bus Art using junk modelling and natural materials Songs about journeys
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga

EYFS Religious Education Curriculum:

Autumn		Spring		Summer		
Theology /Human Social Sciences	**Whole School RE DAY Christmas Theology /HSS**	**Philosophy**	**Whole School RE DAY Easter Theology /HSS**	**Theology /HSS**	**Theology /HSS**	**Whole School RE DAY Creation Theology /Philosophy**
Being a Christian	**Understanding Christianity Unit F2: Why do Christians perform nativity plays?**	**Should Noah trust in God?**	**Understanding Christianity Unit F3: Why do Christians put a cross in an Easter Garden?**	**What's on my head?**	**Celebrations and Festivals**	**Understanding Christianity Unit F1: Why is God so important to Christians?**

Q4K: What do people who believe in Jesus call themselves? Where do Christians go to worship? Who is Jesus?	**Q4K:** What do Christians celebrate at Christmas? What is the Christmas story called? What did Jesus come to Earth to show Christians?	**Q4K:** What did God ask Noah to do? What does the story tell us about good and bad? Was it hard or easy for Noah to listen to and trust God? Why?	**Q4K:** What happened to Jesus at Easter? What do Christians believe because of Easter? How do Christians try to live like Jesus did?	**Q4K:** Who wears a mitre? Why do some people cover their heads? Do you have a special item of clothing that you wear?	**Q4K:** What happens during Purim? Why do people celebrate/have festivals? Have you taken part in any festivals/celebrations?	**Q4K:** What is the name that Christians give their creator? What do Christians believe God made? Why might God make things that are 'bad'?