

Reception and Year 1 Long term planning 2026 -2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me	Celebrations	Exploring the World	Plants	Amazing animals	Blast into space
Visits events	Nurse visit/ police officer or fireman?	Nativity	Visit a church		Chester Zoo?	Neston Library
Forest school: Outdoor learning	Week 1: boundaries and rules and circle time (1,2,3 Come to me) Week 2: stick safety Week 3: explore the natural world - natural things - see, touch and hear Week 4: planting bulbs Week 5: autumn walk Week 6: pumpkins	Week1: trees and leaves deciduous Week 2: trees and leaves evergreen Week 3: leaf art Week 4: end of autumn – what do we see hear and feel	Week 1: Winter walk			
Communication and language Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn and begin to join in with rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Using SHREC – Share attention, respond, expand, conversation						
Listening, attention and understanding	Understand a question or instruction that has one part Daily routines e.g. tidy up time, challenges... instruction Understand ‘why’ questions e.g. Why do you think he/she feels...? Understand how to listen carefully and why listening is important Learn new vocabulary linked to daily routine / theme Begin to engage in story time Join in with repeated refrains / fill in rhyming words Listen to and begin to talk about stories to build familiarity and understanding		Understand a question or instruction that has two part Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Listen to others and join in conversation, turn taking Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding Engage in conversation about main characters / events Link story events to own experiences / other texts		Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	

	Discuss characters, events, setting ... character, happened Listen carefully to rhymes and songs and begin to pay attention to how they sound Learn rhymes, songs & poems Anticipate words, begin to adapt phrases (with support) Maintain attention in whole class scenarios.	Discuss feelings and actions of main characters Begin to name book parts / content – <i>front / back cover, contents page / fact / real</i> Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary . Maintain attention during an activity Understand how, why and where questions.	Show an ability to follow instructions involving several ideas or actions.
Speaking	Use new vocabulary throughout the day Begin to ask questions to find out more and to check they understand what has been said to them Model & encourage questions after instructions Begin to articulate their ideas and thoughts in well-formed sentence e.g. Express ideas to friends, Engage in book talk Begin to connect one idea or action to another using a range of connectives... because, although, but.. Begin to describe events in some detail Develop social phrases e.g. Routines of the day ... greetings, How are you? Friendship ... Would you like to...?	Use new vocabulary in different contexts Answer and ask questions to develop understanding Who? What? Where? When? Why? Articulate their ideas & thoughts in well-formed sentence Using new vocabulary and correct tenses Connect one idea or action to another using a range of connectives ... <i>because, although, but, also, first, next, after ...</i> Describe events in some detail Use sequencing vocabulary – <i>first, next, after ...</i> Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Introduction of some problem-solving words – <i>I think ... We could ...</i>	Develop social phrases. Offer explanations for why things might happen. Use full sentences. Use language to reason Often participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Use past, present and future tenses as well as conjunctions, with modelling and support from their teacher.

	Engage in conversation with others. Use talk within their play.	Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words... using story language Know how to ask a question rather than comment. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences	
Year 1	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication.		
Personal, Social and Emotional development			
Self Regulation	Express their feelings and begin to use talk to express feelings - emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited Begin to be aware of the rules and follow them. Begin to identify and moderate own feelings socially and emotionally e.g. being patient and waiting their turn Aware of own interests, likes and dislikes	Express feelings and consider the feelings of others Set own goals and show resilience and perseverance in the face of challenge - Thinking / trying different solutions - Having a go – trial and error - Bouncing back after difficulties - Identify and moderate own feelings socially and emotionally	Be able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity. Show resilience and perseverance in the face of challenge Seek out challenge. Show an understanding of their own feelings and those of others, and begin to regulate their

	When upset, is settled with distraction. Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... <i>fair, agree, turns, together, share</i> Can identify kindness.	Talk about and manage own emotions using available strategies e.g. Calm Space Think about the perspectives of others • Story characters / peers • Show pride in achievements. Understand behavioural expectations at school, and explain the reasons why. Begins to evaluate own work Begin to find ways to resolve conflict sensibly.	behaviour accordingly, finding ways to resolve conflict independently. Set and work towards simple goals.
Managing Self	Manage own self care and personal hygiene e.g. zipping up coat, washing hands, Independently puts own things away in the morning and gets home time things ready in the afternoon Beginning to show confidence to try new things Understand the importance of regular physical activity and healthy eating and Toothbrushing – importance and how ... <i>clean, decay</i>	Manage own self-care needs Know and talk about the different factors that support their overall health and wellbeing: • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ▪ Explain the reasons for rules, know right from wrong and try to behave accordingly ▪ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	Describe themselves positively and see themselves as a valued individual. Show interest in others' play. Interact with others	Build constructive and respectful relationships • Listen to one another (child-initiated learning / small group activities)	Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers

	Engage in play with others and begin to build new relationships. Build constructive and respectful relationships. Can take turns and share resources. Begin to consider the feelings of others Form positive attachments to adults.		• Play / learn cooperatively (child-initiated learning / small group activities) • Use social language with growing confidence • Display kindness to one another – sharing observed likes in group time activities • Acknowledge positive attributes of one another – group activity • . Consider the perspectives of others. • Begin to find ways to resolve conflict sensibly.		Show sensitivity to their own and to others' needs.	
Year 1 RSE	Self-regulation (Reception)	Families and Relationships (Year 1)	Health and Well-Being (Year 1)	Safety and the Changing Body (Year 1)	Building Relationships (Reception)	Citizenship (Year 1)
Physical Development						
Gross motor	Reception Children will: • Begin to develop the skills needed to manage the school day, with adult support and reminders, including: • lining up and queuing • managing routines at mealtimes • Begin to develop overall body-strength, balance, co-ordination and agility. Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i>		Reception Children will: • Show increasing awareness of how to sit safely and comfortably during learning and group times. • Use developing core muscle strength to sit at a table or on the floor for short periods, sometimes needing support to maintain a good posture. • Combine different movements with ease and fluency e.g. Change direction / speed when travelling, follow a sequence of movements,		Reception Children will: • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	

	● Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> ● Begin to combine different movements with ease and fluency ● Further develop and refine a range of ball skills including: throwing, catching, kicking Use different sizes / types of balls – in pairs	begin to develop own sequence of movements ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ● Further develop and refine a range of ball skills including: passing, batting and aiming	
Fine motor	Reception Children will: ● Explore and strengthen hand and finger muscles through play-based activities such as playdough, threading and squeezing tools. ● Begin to use cutlery at mealtimes, with support, showing early control. ● Use scissors safely to snip paper, developing early cutting skills. ● Begin to hold mark-making tools, showing an emerging pencil grip (tripod). ● Experiment with drawing, beginning to show care and interest, though control may be inconsistent	Reception Children will: ● Further develop hand strength and coordination using playdough, scissors and fine motor activities. ● Cut along short straight and curved lines with increasing control. ● Use cutlery more confidently during mealtimes. ● Develop a more consistent pencil grip, moving towards a developing tripod grip. ● Show greater accuracy and care when drawing, with more deliberate marks and shapes.	Reception Children will: ● Demonstrate improved control and precision when using scissors and small tools. ● Use cutlery independently and appropriately at mealtimes. ● Hold a pencil using a developing or secure tripod grip in preparation for writing. ● Draw with increased accuracy and attention to detail. ● Use a range of tools competently and safely, including pencils, paintbrushes, scissors and cutlery. ● Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: - Effective pencil grip Correct letter formation (see Writing)

			Show readiness for more formal writing expectations in Year 1.			
PE	Throwing and Catching (Games) Creative Play	Dance – Animals-Jungle Ball control (Games)	Gym- Balance and Agility Introduction to Invasion	Gym- position and direction Tennis (Net and Wall)	Athletics (Fundamentals) Striking and fielding	Running and Jumping (Athletics) Dodgball
Literacy						
Texts Drawing Club	Not Now Bernard Three Billy Goats Gruff Wacky Races What's in the Witch's Kitchen by Nick Sharratt Jack and the Beans talk Mr Ben					
Rhymes Make a circle	Where is thumpkin? 1,2,3,4,5 once I caught a fish a live Ten in the bed She'll be coming round the mountain I went to visit a farm one day Heads, Shoulders, Knees and Toes	Twinkle twinkle little star 10 fat sausages One man went to mow Learning xmas songs	This old man Little Miss Muffet Incy wincy spider Here's the Church... 5 LITTLE SPECKLED FROGS	To market, to market The House That Jack Built There's a whole in my bucket	Down in the jungle where no body goes London Bridge Grand Old Duke of York	If you're happy and you know it... There was a Princess Long Ago A sailor went to sea
Maths						
Reception	1.1 Cardinality & Counting					
Year 1						
Expressive arts and design						
Art	Self portrait		Painting & Mixed Media/Print Colour Splash Artist:		Sculpture & 3D: Kapow - Paper Play Artist:	

	Drawing Exploring Line and Shape Artist: Klee		Clarice Cliff & Jasper Johns		Samantha Stephen/Louise Bourgeois	
DT		Mechanisms Making a Moving Story		Structures Making a Stable Structure - a Pencil Pot		Textiles Puppets
Music	Exploring sound (R)	Nativity Singing and Performing(R)	Music and Movement (R)	Musical Stars (R)	Snail and Mouse: Tempo	Superheroes: Pitch
Computing		Computing systems and networks – Using a computer Investigating the main parts of a computer and learning how the keyboard and mouse are used to control it. Pupils also practise how to log in, log out and navigate simple digital tasks independently.	Programming 1 All about instructions Developing an understanding of how to receive and give instructions while learning why instructions need to be clear and precise.	Computing Systems and Networks 2: Exploring hardware Investigating different computer hardware parts and learning how to operate a camera.	Programming 2: Programming Bee-Bots Exploring simple programming by experimenting with a Bee-Bot or Blue- Bot and investigating how hardware responds to commands.	Data Handling: Introduction to Data Learning how to sort and categorise data and an introduction to branching databases and pictograms.
Understanding the World						
ELG: The natural world	Autumn walk - October	.	Winter walk	Spring walk Explore the natural world around them, making observations and drawing pictures of plants	Explore the natural world around them, making observations and drawing pictures of animals	I am a scientist Summer walk
Science Force and Space: Seasonal Changes - this	Animals: Sensitive Bodies	Materials: Everyday Materials	Materials: Everyday Materials	Plants: Introduction to Plants	Animals: Comparing Humans	Making Connections: Investigating Science through Stories

unit through out year						
ELG: People, culture and communities	What makes us special? <i>Know some similarities and differences between different religious and cultural communities in this country</i>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Why are some places special?			
RE	What does it mean to belong? How do Hindus celebrate Diwali?	Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches?	Special Places – What happens in a church?	How do people with different and similar worldviews believe how the world began and how we should look after it?	What do Muslims believe about Allah and Muhammad (pbuh)	
RSE (Kapow)	Self-regulation (Reception)	Families and Relationships (Year 1)	Health and Well-Being (Year 1)	Safety and the Changing Body (Year 1)	Building Relationships (Reception)	Citizenship (Year 1)
geography		Geography What is it like here? (Y1 unit)		Geography Around the World (Reception Unit)	Geography What is the weather like in the UK? (Y1)	
ELG: Past and Present	Talk about the lives of the people around them and their roles in society. <i>Begin to understand the difference between a day and a week: □ Recite the days of the week □ Count days to an event ... day, week, days of the week</i>		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.		Understand the past through settings, characters and events encountered in books read in class and storytelling.	
	History		History			History

	Peak into the Past (reception unit)		How have explorers changed the world? (Year 1)			Space Race – Neil Armstrong