

## Long Term Plan 2026-2027

### Reception

|                           |                             |                                            |                                       |                                        |                                             |                                      |
|---------------------------|-----------------------------|--------------------------------------------|---------------------------------------|----------------------------------------|---------------------------------------------|--------------------------------------|
| Driver Project            | Lets Explore<br>Build it up | Marvellous Machines<br>Puppets and Pop-ups | Long Ago<br>Stories and Rhymes        | Ready, Steady, Grow<br>Signs of Spring | Animal Safari<br>Creep, Crawl and<br>Wiggle | On the Beach<br>Move it<br>Moving On |
| Curriculum<br>Enhancement | Woodland Walk               | Nativity                                   | External visitor for<br>story telling | Planting seeds                         | Farm                                        | Shell Casting                        |

|                                                  | Autumn 1                                                                                                                      | Autumn 2                                                                             | Spring 1                                                   | Spring 2                                                                                                             | Summer 1                                                                                              | Summer 2                                                                                       |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Communication and<br>Language                    | Talk about local<br>area                                                                                                      | Using different<br>vocabulary                                                        | Speaking in full<br>sentences                              | Explain why changes<br>happen                                                                                        | Engage in to and fro<br>conversation                                                                  | Use full sentences<br>with conjunctions                                                        |
| Personal, Social and<br>Emotional<br>Development | Self Regulation                                                                                                               | Managing self and<br>building relationships                                          | Understanding<br>emotions                                  | Staying healthy                                                                                                      | Understanding right<br>and wrong                                                                      | Listening attentively<br>and responding<br>appropriately                                       |
| Physical Development                             | Developing fine<br>motor skills                                                                                               | Developing<br>coordination and<br>balance                                            | Showing accuracy and<br>care when drawing                  | Develop agility                                                                                                      | Developing<br>handwriting style                                                                       | Spatial awareness<br>and letter formation                                                      |
| Literacy                                         | Phonological<br>awareness<br>Drawing club                                                                                     | Recognise phase 2<br>sounds<br>Drawing club                                          | Retelling stories in<br>own words<br>Drawing club          | Write recognisable<br>letters<br>Drawing club                                                                        | Read aloud simple<br>sentences<br>Drawing club                                                        | Write own simple<br>sentences<br>Drawing club                                                  |
| Maths                                            | Matching and sorting                                                                                                          | Number composition<br>to 5                                                           | Number composition<br>to 10                                | 3D shapes and<br>patterns                                                                                            | Numbers beyond 10                                                                                     | Doubling even and<br>odd<br>Simple addition                                                    |
| Understanding the<br>World                       | The Natural World<br><br>Walk around the<br>school grounds and<br>look at the local<br>area. Introducing<br>maps.Look at what | Similarities and<br>differences<br><br>Looking at caring for<br>the world around us. | Past and present<br><br>What objects are<br>special to us. | Changes in natural<br>world<br><br>Looking at pictures of<br>Bradford in the past<br>and comparing them<br>to today. | Living things,<br>different<br>communities and<br>climates<br><br>Looking after myself<br>and others. | Developing scientific<br>knowledge<br><br>Looking at who<br>belongs to me and<br>my community. |

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|----------------------------|--------------------------------------|-----------------|-------------|-----------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | places are special to our community. |                 |             | Celebrating different events.     | Habitats- nocturnal houses, water, grass etc. | Look at Historic England website of people enjoying their time on the beach. What is the same? What is different? Look at the features of a beach- sand, stones, ocean/ sea. |
| Expressive Arts and Design | Creating with Materials              | Building models | Photography | Observational drawings of flowers | Animal Collages                               | Arcrylic and textured paintings                                                                                                                                              |