

Reception Long Term Plan 2025-2026

At Broadbent Fold Primary School and Nursery we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

<u>Term and Learning</u> <u>Curriculum Focus/I</u> <u>Wonder Question</u>	<u>Autumn 1</u> I wonder what will happen in Autumn?	<u>Autumn 2</u> I wonder where will your space adventure take you?	<u>Spring 1</u> There is a Penguin on the Loose! I wonder how can we find him?	<u>Spring 2</u> There's a rumble in the jungle. I wonder what it can it be? I wonder why Africa is so amazing?	<u>Summer 1</u> I wonder who we will find at the top of the Beanstalk?	<u>Summer 2</u> I wonder who we will find down at the Farm?
<u>Hooks for Learning</u>	Baking bread Designing and making pizzas	Our toys taken by the aliens Letters to and from space Visit from Starchaser UK	A lost penguin in the classroom Clue hunting	Letters from the from the Zoo Trip to the Zoo Fruit tasting	Magic Beans being found Giant sighting Growing plants	Trip to the Farm Letter from one of the Three Little Pigs requesting help

<p><u>Linked Texts</u></p>	<p>The Little Red Hen The Little Red Hen makes a Pizza Autumn</p>	<p>Toys In Space Look Inside Space Space poems and counting rhymes</p>	<p>Lost and Found Snowy Animals</p>	<p>Dear Zoo Rumble in the Jungle Handa's Surprise We're Going on a Lion Hunt</p>	<p>Jack and the Beanstalk Oliver's Vegetables My Bean Diary</p>	<p>The Three Little Pigs What the Ladybird Heard Farm Animals</p>
<p><u>Characteristics of Effective Learning</u></p>	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experience</p>					
<p><u>Over Arching Principles</u></p>	<p>Unique Child</p> <p>Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>Enabling environments</p> <p>Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development</p> <p>Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>					

Play

At Broadbent Fold Primary School and Nursery we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

<u>Term and Learning Curriculum Focus</u>	<u>Autumn 1</u> Autumn/Harvest	<u>Autumn 2</u> Space	<u>Spring 1</u> Polar Animals/Winter	<u>Spring 2</u> Amazing Africa	<u>Summer 1</u> Growing	<u>Summer 2</u> The Farm
<u>Our British Values</u> Assemblies PHSE Circle Time Story Time	<u>Mutual respect</u> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, an	<u>Mutual Tolerance</u> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	<u>Rule of law</u> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together	<u>Individual liberty</u> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<u>Democracy</u> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and	<u>Recap all British Values</u> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are

			as a team when it is necessary		value and respect the opinions of others.	not exclusive to being British and are shared by other democratic countries.
<u>Assessment Opportunities</u>	Analyse Nursery Assessments School baseline National Baseline Baseline analysis Phonic phase assessments Parents Evening	Ongoing assessments Pupil progress meetings Cluster and Internal Moderation End of term assessments Phonic phase assessments	Ongoing assessments Internal Moderation Phonic Phase assessments	Ongoing assessments Pupil Progress Meetings Phonic Phase assessments Internal Moderation Parents Evening	Ongoing assessments Phonic Phase assessments Internal Moderation	Ongoing assessments Pupil Progress Meetings Phonic Phase assessments Internal Moderation Reports
<u>Parental Involvement</u>	Wow moments shared Parents Evening Phonics Workshop	Wow moments shared Nativity	Wow moments shared Mystery Reader Opportunity Maths Workshop	Wow moments shared Parents Evening Mystery Reader Opportunity	Wow moments shared Parents Evening Writing/Mark making Workshop	Wow moments shared Report Home
<u>Communication and Language</u>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on					

<p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting</p>	<p>what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Understands how to listen carefully and why listening is important • Learn and uses a wide range of new vocabulary • Ask questions to find out more • Articulates ideas using well-formed sentences • Uses connectives • Uses detail when talking • Talks about stories • Listens carefully to rhymes and songs</p>		
<p>English Comprehension Word reading Writing</p>	<p>Writing: Composition: forming simple sentences, recalling stories (orally), sequencing stories, story language</p> <p>Transcription:</p> <ul style="list-style-type: none"> • Writing names • Labels around the classroom • CVC and CVCC words (labels) • Lists • Writing captions - emergent writing • Finger spaces <p>Reading: Comprehension:</p>	<p>Writing: Composition: story language, story maps, time connectives, non-fiction, fiction, letters, non-fiction, story strips, short stories</p> <p>Transcription:</p> <ul style="list-style-type: none"> • Writing sentences (fact and fiction) • Capital letters • Finger spaces • Full stops • Reading sentences back <p>Reading: Comprehension:</p>	<p>Writing: Composition: instructions, story language, story structure, short stories, oral recall, story sequences, story language, story structure, poems, oral recall, non-fiction writing</p> <p>Transcription:</p> <ul style="list-style-type: none"> • Writing bigger pieces of text, e.g. stories, poems, instructions • Capital letters • Finger spaces • Full stops • Letter shapes • Exclamation marks

	<ul style="list-style-type: none"> • Uses and understands recently introduced vocabulary during discussions about a variety of texts. • Anticipates key events in stories. • Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Word Reading:</p> <ul style="list-style-type: none"> • Read individual letter • Blend sounds into words (CVC, CVCC) • Read some simple words, e.g. I, no go, to into, the 	<ul style="list-style-type: none"> • Uses and understands recently introduced vocabulary during discussions about a variety of texts. • Anticipates key events in stories. • Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Word Reading:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound, e.g. sh, th, ch • Reading words with letter groups in. • Read words made up of letter sound correspondences, e.g. rabbit, jumping • Read an increased amount of red words, e.g. I, the, you, your, he, she, we, me, be • Read simple phrases. 	<ul style="list-style-type: none"> • Question marks • Reading sentences back <p>Reading: Comprehension:</p> <ul style="list-style-type: none"> • Uses and understands recently introduced vocabulary during discussions about a variety of texts. • Anticipates key events in stories. • Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Word Reading:</p> <ul style="list-style-type: none"> • Read a range of tricky words. • Read longer sentences, that include tricky words. <p>Developing fluency and pace.</p>
<p>Maths Number Numerical patterns</p> <p>White Rose Maths Scheme</p>	<p>Baseline</p> <p>Match and Sort</p> <p>Compare Amounts</p> <p>Representing Numbers 1-5</p> <p>Comparing numbers to 5</p>	<p>Introducing zero</p> <p>Composition of 4 and 5</p> <p>Comparing numbers</p> <p>6, 7 and 8</p> <p>Making Pairs</p>	<p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Adding more</p> <p>Taking away</p> <p>Doubling</p>

	<p>Composition of numbers to 5</p> <p>One more and less</p> <p>Comparing size, mass and capacity</p> <p>Exploring Pattern</p> <p>2D shape</p> <p>Positional Language</p>	<p>Combining two groups</p> <p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>Compare Mass</p> <p>Compare Capacity</p> <p>Time</p> <p>Length and Height</p> <p>3D shape</p> <p>Pattern</p>	<p>Grouping</p> <p>Even and odd</p> <p>Deepening understanding</p> <p>Patterns and relationships</p> <p>Spatial reasoning - match, rotate, manipulate</p> <p>Spatial reasoning - compose and decompose</p> <p>Spatial reasoning - visualise and build</p> <p>Spatial reasoning - mapping</p>
<p>PD Gross motor skills</p> <p>Fine motor skills</p>	<p>Gross Motor:</p> <ul style="list-style-type: none"> • revise and refine the fundamental movement skills they have already required, e.g. rolling, crawling, walking and jumping. • Develop overall body strength, co-ordination, balance and agility. <p>Fine motor:</p> <ul style="list-style-type: none"> • Uses the correct pencil grip. • Hold scissors correctly and makes snips on paper/ card. 	<p>Gross Motor:</p> <ul style="list-style-type: none"> • progress towards a more fluent style of moving, with developing control and grace. • Combines different movements with ease and fluency. • Confidently uses a range of large apparatus alone and in a group. <p>Fine motor:</p> <ul style="list-style-type: none"> • Correctly forms letters: b, h, k, m, n, p, r • Uses scissors to follow a range of different lines, e.g. curvy, zig zag, spiral 	<p>Gross motor:</p> <ul style="list-style-type: none"> • Confidently uses a range of small apparatus alone and in a group. • Develop and refine ball skills. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Fine motor:</p> <ul style="list-style-type: none"> • Correctly forms letters: c, a, d, e, g, o, q, f, s, v, w, x, z

	<ul style="list-style-type: none"> • Correctly forms letters: i, j, l, t • Uses a knife and fork to feed self. <p>Know and talk about the different factors that support overall health and wellbeing.</p>	<ul style="list-style-type: none"> • Uses paintbrushes of varying sizes with some control. <p>Know and talk about the different factors that support overall health and wellbeing.</p>	<ul style="list-style-type: none"> • Uses scissors to cut out a range of shapes and cut through a range of materials. • Can cut up food independently using a knife and fork. <p>Know and talk about the different factors that support overall health and wellbeing.</p>
PSED Self-regulation Managing self Building relationships	<ul style="list-style-type: none"> • Expresses own feelings. • Identify and moderate own feelings socially and emotionally. • Sees themselves as an individual. • Build constructive and respectful relationships. 	<ul style="list-style-type: none"> • Considers the feelings of others. • Shows resilience and perseverance in the face of a challenge. 	<ul style="list-style-type: none"> • Manage own needs. • Think about the perspectives of others.
UOW Past and Present People, Culture and Communities The Natural World	<ul style="list-style-type: none"> • Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. • Can 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. • Introduce children to significant figures who have been to space (Tim Peake, Buzz Aldrin, Neil Armstrong) and 	<ul style="list-style-type: none"> • Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. • Listening to stories and placing events in chronological order. • Use Handa's Surprise to explore a different country. • What can we do here to take care of animals in the jungle? • Compare animals from a jungle. 	<ul style="list-style-type: none"> • Use bee-bots on simple maps. Encourage the children to use navigational language. • Can children talk about their homes and what there is to do near their homes? • Look out for children drawing/painting or constructing their homes - link to the Three Little Pigs. Explore materials - link to building houses and The Three Little Pigs • Encourage them to comment on what their home is like. Show photos of the

	<p>begin to understand that these events happened before they were born.</p> <p>Look at the differences between the planets</p> <p>Investigate light and dark</p> <ul style="list-style-type: none"> • Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. • Long ago - How time has changed. • Nocturnal Animals Making sense of different environments and habitats • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <ul style="list-style-type: none"> • Share different cultures versions of famous fairy tales. 	<ul style="list-style-type: none"> • Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. • Nocturnal Animals Making sense of different environments and habitats • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • After close observation, draw pictures of the natural world including animals and plants. <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <ul style="list-style-type: none"> • Can children make comments on the weather, culture, clothing, housing. • Explore the world around us and see how it changes as we enter Summer. 	<p>children's homes and encourage them to draw comparisons.</p> <ul style="list-style-type: none"> • Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/ different? • Materials: Floating / Sinking - boat building Metallic / non-metallic objects • Sorting farm animals • Share non-fiction texts that offer an insight in to contrasting environments. • Look for children incorporating their understanding of the seasons and weather in their play. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play
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	<ul style="list-style-type: none"> • To 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. • Can talk about what they have done with their families during Christmas' in the past. • Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. • Change in living things - Changes in the leaves, weather, seasons, 	<p>Provide opportunities for children to note and record the weather.</p> <ul style="list-style-type: none"> • Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Look for children incorporating their understanding of the seasons and weather in their play. • Use the BeeBots 	
<p>EAD Creating with materials Being imaginative and expressive</p>	<p>Role play - Home and enhanced area (Space, Christmas Corner)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Exploring different materials and techniques to make and do</p>	<p>Role play - Home and enhanced area (Winter Cabin, Jungle Explorer Hut)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music - We're Going on a Lion Hunt</p>	<p>Role play - Home and enhanced area (Garden Centre, Farm Shop).</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Designing, planning and creating art of choice</p> <p>Music (Charanga - Big Bear Funk! Reflect, Rewind and Replay)</p> <ul style="list-style-type: none"> • Listening and appraising Funk music

	<p>Van Gough - Starry Night</p> <p>Music (Charanga - Me! My Stories)</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place 	<p>Using simple, specific techniques to create a chosen piece of art</p> <p>Music (Charanga - Everyone! Our World)</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
<p>Special events</p>	<p>Autumn 1: Halloween</p> <p>Autumn 2: Bonfire Night, Black History, Children in Need, Remembrance Sunday, Diwali, Christmas, Nativity, Anti Bullying week</p>	<p>Spring 1: New Year, Chinese New Year, Valentine's Day, Shrove Tuesday and Ash Wednesday, Internet Safety Day</p> <p>Spring 2: Mother's Day, Easter, World Book Day, Red Nose Day</p>	<p>Summer 1: Local History Week</p> <p>Summer 2: Father's Day, Sports Day, Sports Week</p>