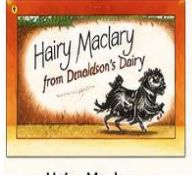
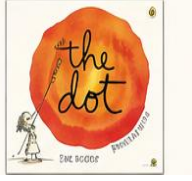
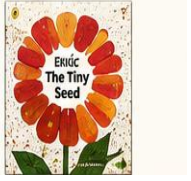
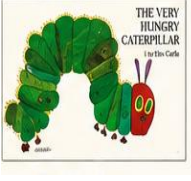
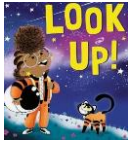
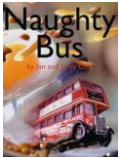
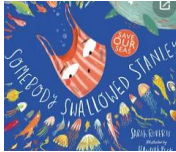
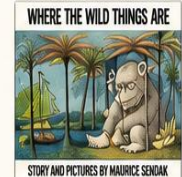
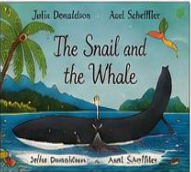


Gledhow Reception Long Term Plan 2026–2027

Area	Autumn 1	Autumn 2	Spring 1
BIG QUESTION	What makes me unique?	How do stories help us express ourselves and understand others?	How do things grow and change?
English – Theme / Core Texts	Who am I? – Finding My Voice Starting School; Hairy Maclary from Donaldson's Dairy; The Dot Outcomes: All About Me page; character labels; purposeful marks/captions.	I am an artist – Expressing Ideas Ish; Oi Frog!; Stick Man Outcomes: gallery labels/captions; rhyming captions; story map.	Growing Together– Building Language The Tiny Seed; The Very Hungry Caterpillar; Super Milly and the Super School Day Outcomes: plant diary; life-cycle booklet; character description.
Core Book Images	   Starting School Hairy Maclary from Donaldson's Dairy The Dot	   Ish Oi Frog! Stick Man	   The Tiny Seed The Very Hungry Caterpillar Super Milly and the Super School Day
English – Communication / Writing	Blank 1–2. Listen; follow instructions; answer Who/What/Where; build simple oral sentences. Think → Say. Give meaning to marks; labels/early captions.	Blank 2–3. Retell familiar stories; 'Who is doing what where?' Think → Say → Count. Labels, captions and shared writing.	Blank 3. Sequence first/next/then/finally; add describing words. Think → Say → Count → Write. Phrases/simple sentences.
Phonics – Little Wandle	Begin Phase 2 once children are full time. GPCs: s a t p i n m d g o c k c k e u r h b f l. Blend/segment VC/CVC. Tricky: is, I, the.	Complete Phase 2 → begin Phase 3. ff ll ss j v w x y z zz qu ch sh th ng nk. Tricky words including put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.	Phase 3. ai ee igh oa oo ar or ur ow oi ear air er. Tricky: was, you, they, my, by, all, are, sure, pure.
Mathematics – White Rose	Wk2 Match; Wk3 Sort; Wk4 Compare amounts; Wk5 Size/mass/capacity; Wk6 Patterns; Wk7 consolidate. Core: counting principles, one-to-one correspondence, cardinality. Blank 1–2.	Wk2 1–3; Wk3 composition 1–3; Wk4 circles/triangles; Wk5 4–5; Wk6 one more/less; Wk7 four-sided shapes; Wk8 consolidate. Blank 2–3.	Wk2 Zero; Wk3 6; Wk4 7; Wk5 8; Wk6 mass/capacity/length/height. Composition, comparison, subitising and combining. Blank 2–3.
PSED – Key Skills / Development Matters	Belonging & forming friendships • See themselves as a valuable individual. • Build constructive, respectful relationships with familiar adults and peers. • Learn names, join play and invite others in. • Begin to share resources and take turns with adult support. • Recognise and name feelings; ask for help. • Learn class routines and simple rules. Key skill: I can make a friend and take turns.	Cooperation & considering others • Strengthen friendships through shared play. • Listen to others' ideas and begin to negotiate roles. • Share, wait and take turns with increasing independence. • Notice how others may be feeling and respond kindly. • Use words to solve small disagreements. • Persist when a game or task does not go first time. Key skill: I can play cooperatively and solve small problems.	Resilience & independence • Show resilience and perseverance in the face of challenge. • Understand that mistakes help us learn. • Set a simple goal and keep trying. • Manage more personal needs independently. • Give and receive encouragement. • Work with a partner and celebrate another child's success. Key skill: I can keep trying when something is difficult.

Area	Autumn 1	Autumn 2	Spring 1
Art – EYFS links to Kapow	Exploring Colour & Mark Making Artist: Wassily Kandinsky Skills: control mark-making tools; dots, lines, zigzags and circles; explore/name primary colours; talk about creations. Provision: easel painting, chunky crayons, chalks, pencils, water painting, coloured sand, rollers; giant outdoor chalking, mud/natural-brush painting, colour hunts and collaborative murals.	Self-Portraits & Celebrations Artists: Pablo Picasso; Giuseppe Arcimboldo (provision link) Skills: draw faces with increasing detail; mix skin tones; collage; glue and select resources independently. Provision: mirrors, collage station, fabric/natural loose parts; nature portraits, outdoor self-portrait drawing, colour mixing and cardboard figures.	Sculpture & Texture Artist: Andy Goldsworthy Skills: manipulate clay/playdough; roll, pinch, flatten and join; print and describe texture. Provision: clay/playdough station, texture rubbing, printing, natural materials; clay nature faces, outdoor sculpture, bark rubbings, leaf/bark/tyre printing and stick weaving.
Developing Scientists – Understanding the World	Me my body and my senses Name external body parts; explore five senses; compare similarities/differences; basic needs of humans/animals; observe autumn. Skills: notice, name, sort, compare.	Materials and seasonal change Explore natural/manufactured materials; describe properties; investigate sticks; observe winter change; simple cause/effect. Skills: explore, classify, compare, predict.	Plants, growth and life cycles Seeds and plant needs; root/stem/leaf/flower; observe growth; butterfly life cycle; living things grow/change. Skills: predict, observe over time, sequence, record.
Science – First-hand Experiences	Sensory trays; listening walk; self-portrait/body observations; autumn nature table.	Stick/material sorting; waterproof shelter test; ice/frost observations; natural-material investigation.	Plant seeds; compare growing conditions; plant diary; measure shoots; butterfly-life-cycle investigation.
Religious Celebrations / Festivals	Harvest – gratitude, food and community. Introduce celebrations respectfully through children’s experiences and family traditions.	Diwali – light, family and celebration. Hanukkah – light and Jewish family traditions. Christmas – Christian celebration of the birth of Jesus; Nativity. Also acknowledge Remembrance where appropriate.	Lunar/Chinese New Year – family, traditions and new year celebrations. Explore similarities/differences in how families celebrate.
Real-life / Enquiry Experiences	Starting school; self-portraits; autumn walk; sensory exploration.	Autumn/winter walk; natural art; ‘I Am an Artist’ gallery; seasonal observations.	Planting seeds; life-cycle investigations; opportunities to meet people who help us/healthy living links.

Reception Long Term Plan 2026–2027

Area	Spring 2	Summer 1	Summer 2
BIG QUESTION	What can we discover on a journey?	How can we make the world a better place?	What makes a great adventure?
English – Theme / Core Texts	Journey’s and adventures – Telling Stories Look Up!; The Naughty Bus; Duckling Hatching Project Outcomes: space fact page; journey map; duckling observation diary.	Caring for our world – Writing with Purpose The Extraordinary Gardener; The Magic Paintbrush; Somebody Swallowed Stanley Outcomes: instructions; thank-you letter; environmental poster.	Adventure and belonging – Becoming an Author Where the Wild Things Are; Ning and the Night Spirits; The Snail and the Whale Outcomes: story map; class story; published adventure story.
Core Book Images	   Look Up! The Naughty Bus Duckling Hatching Project	   The Extraordinary Gardener The Magic Paintbrush Somebody Swallowed Stanley	   Where the Wild Things Are Ning and the Night Spirits The Snail and the Whale
English – Communication / Writing	Blank 3–4. Predict, observe, compare; join ideas with ‘and’. Observation, recount and information writing; sentence punctuation.	Blank 4. Explain opinions; choose precise vocabulary. Think → Say → Count → Write → Check. Independent sentences.	Blank 4. Explain/justify using because; orally plan B/M/E. Think → Say → Count → Write → Check → Improve. Independent story writing.
Phonics – Little Wandle	Phase 4. Consolidate GPCs; adjacent consonants CCVC/CVCC/CCVCC/CCCVC. Tricky: said, so, have, like, some, come, love, do.	Phase 4 consolidation. Apply adjacent consonants; secure Phase 2–4 tricky words; build fluency.	Phase 4 secure/consolidation; read with fluency, prosody and understanding; prepare for Phase 5/Year 1.
Mathematics – White Rose	Wk2 9; Wk3 10; Wk4 bonds; Wk5 compare to 10; Wk6 doubles; Wk7 3-D shape/pattern. Blank 3–4.	Wk2 beyond 10; Wk3 10 and some more; Wk4 counting patterns; Wk5 adding more; Wk6 taking away. Apply number relationships and spatial reasoning. Blank 3–4.	Wk2 doubling; Wk3 sharing; Wk4 grouping; Wk5 odd/even; Wk6 spatial reasoning; Wk7 patterns/relationships; Wk8 problem solving; Wk9 ELG consolidation. Blank 3–4.
PSED – Key Skills / Development Matters	Self-regulation & problem solving - Identify and moderate feelings socially and emotionally. - Use strategies to calm, wait and refocus. - Think about another person’s perspective. - Resolve conflicts through talk and compromise. - Cooperate during shared investigations and real-life experiences. - Take responsibility for caring for living things. Key skill: I can manage my feelings and work through a problem.	Responsibility, empathy & teamwork - Work and play cooperatively towards a shared goal. - Show sensitivity to the needs of others and the environment. - Take turns, share roles and listen to different opinions. - Show independence, resilience and perseverance. - Explain why rules and agreed ways of working matter. Key skill: I can be a responsible member of my class and community.	Confidence, belonging & transition - Maintain positive friendships and form new working partnerships. - Negotiate, compromise and solve problems more independently. - Reflect on progress and recognise personal strengths. - Manage change and talk about feelings linked to transition. - Show confidence to try new activities and persevere. - Support others and contribute positively to a group.

Area	Spring 2	Summer 1	Summer 2
			Key skill: I am ready for Year 1: confident, resilient and a good friend.
Art – EYFS Creative Development- links to Kapow eyfs	Artists & Patterns Artist: William Morris Skills: observe artwork; create repeating patterns; explore shape/symmetry; print with everyday objects. Provision: pattern blocks, stamps, weaving, transient art; loose-parts patterns, symmetry painting, natural-object printing, outdoor weaving and chalk pattern challenges.	Nature Art Artist: Georgia O’Keeffe Skills: observe carefully; draw from observation; create natural collages; explore colour in nature. Provision: outdoor art trolley, flowers/leaves, charcoal, watercolours; observational drawing, nature colour hunts, land art, collage and outdoor watercolour painting.	Independent Creativity Artist: Henri Matisse Skills: plan own artwork; select resources; combine techniques; evaluate and improve. Provision: open-ended creative studio, mixed media and junk modelling; large-scale collaborative art, recycled/natural materials, outdoor painting and an outdoor gallery for children to explain their work.
Developing Scientists – Understanding the World	Space, forces and animal life cycles Duckling hatching and needs; Moon/stars/Earth; pushes/pulls, slopes/surfaces; make predictions and compare results. Skills: test, observe, record, explain.	Habitats, plants and environment Local plants/minibeasts; habitats; litter/plastic; recycling/reuse; caring for plants/environment. Skills: identify, classify, compare, explain.	Animals, habitat, oceans and enquiry Compare animals/habitats; adaptations; ocean/coastal environments; floating/sinking; revisit seasonal change. Skills: question, predict, test, record, justify.
Science – First-hand Experiences	Duckling hatching/observation station; ramps with buses; surface tests; shadow/night-sky/space enquiry.	Gardening; minibeast hunt; habitat comparisons; litter pick; recycling/material sorting.	Floating/sinking voyage challenge; animal-habitat matching; shells/snail observation; child-led enquiry.
Religious Celebrations / Festivals	Ramadan/Eid al-Fitr when dates fall within the term – fasting, reflection, charity and celebration. Holi – colour and Hindu traditions. Easter – Christian celebration and new life.	Eid al-Adha where it falls in/near the term – family, generosity and faith. Link care/stewardship sensitively to beliefs and values represented in the community.	Revisit celebrations encountered across the year; belonging, similarities/differences and respectful curiosity. Include celebrations represented by the current cohort/families.
Real-life / Enquiry Experiences	Duckling Hatching Project; space exploration; journey/ramp investigations.	Gardening; recycling; litter pick; environmental enquiry.	Storytelling/maps; local journey/transport experiences; transition to Year 1; child-led science enquiry.