Icknield Infant and Nursery School
Reception Long Term Plan 2026 -2027
Teachers: Miss D'Souza & Mrs Downer

Subject	AUTUMN 2026		SPRING 2027		SUMMER 2027	
	Autumn 1 8 weeks*	**Autumn 2 7 weeks**	**Spring 1 6 weeks***	**Spring 2 5 weeks**	**Summer 1 7 weeks**	**Summer 2 7 weeks***
Overarching Theme	Who am I?		Come on a journey for a terrific tale!		Our world is amazing!	
Learning Journey	All about me (Ourselves)	Festivals & Celebrations	Winter wonderland	Journeys	Growth	Amazing Animals – Under the Sea
General themes	Starting school/ getting to know my class Being me in my world My body My family Being kind What am I good at?	Celebrations Light and Dark Autumn Christmas	Ice	Tradition Tales Journeys Understanding where we live	Plants & flowers Weather & seasons The great outdoors Planting seeds	Under the Sea Reduce, Reuse, Recycle
Possible Enrichment opportunities	Local walks - Seasons Church Visit		Local walks - Seasons Standalone Farm		Local walks - Seasons Little City visit	
Celebrations throughout the Year	Black History Month World Food day Yom Kippur Diwali	Anitibullying week Road safety week Children in need Hannukah Christmas Halloween Remembrance Day	LGBT+ History month Valentines Day Shrove Tuesday Safer Internet Day Lunar New Year Children's mental health week	World Book Day Science Week Easter	Eid St George's Day Earth Day	Eid al Adha World environment day World Oceans Day
Key events for the term	Parents evening	Make a decoration Day Nativity performance Christmas shopping Day		Parent evening		Transitions Sports Day Reports to parents
PSED						

	Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind them Manage their own needs. Talk about their feelings Understand gradually how others might be feeling	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Develop appropriate ways of being assertive Develop their sense of responsibility and membership of a community Increasingly follow rules, understanding why they are important Know and talk about the different factors that support their overall health and wellbeing	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others See themselves as a valuable individual. Know and talk about the different factors that support their overall health and wellbeing	Be confident to try new activities and show independence . Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. . Be confident to try new activities, Show resilience and perseverance in the face of challenge. Think about the perspectives of others.	Explain the reasons for rules, know right from wrong and try to behave accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others Show sensitivity to their own and to others' needs.
Jigsaw PHSE	Being me in my world Who am I and How do I fit?	Celebrating differences Respect for similarity and difference. Antibullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this.	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing me Coping positively with change
Ok to be Me	Lesson 1 Differences and similarities Lesson 2 Our clever skin	Lesson 3 Countries languages and music Lesson 4 Patterns images and symbols Lesson 5 Being kind and fair Lesson 6 Recap using scenarios games				
Ongoing provision throughout the year	**Daily routines** Self-registration, book voting, use OWL time board during continuous provision, 'choose it, use it, put it away' when using resources, change into wet weather gear, use toilets independently, snack time (whole class or free-flow during OWL time), lunchtimes, getting ready for home					
	Golden Rules To be kind, safe and respectful, honest and never give up					
	Continuous Provision - Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others					
	Story time Experience, explore and talk about positive relationships, feelings and emotions, diversity					

Physical Development						
	Gross Motor Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Skip, hop, stand on one leg and hold a pose for a game like musical statues. **Fine Motor** . Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	**Gross Motor** Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Progress towards a more fluent style of moving, with developing control and grace. **Fine Motor** Use one-handed tools and equipment, for example, making snips in paper with scissors	**Gross Motor** Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. **Fine Motor** Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	**Gross Motor** Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing **Fine Motor** Develop the foundations of a handwriting style which is fast, accurate and efficient.	**Gross Motor** Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. **Fine Motor** Begin to show accuracy and care when drawing.	**Gross Motor** Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. . **Fine Motor** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery.
PE Lessons	Multi skills	Multi skills	Gymnastics	Multi skills	Dance	Athletics
Ongoing provision throughout the year	**Lunch time** Hold and use a knife and fork correctly, understand about healthy eating					
	Finger Gym/ Dough Disco/pen Disco - Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term					
	Continuous Provision - Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination using blocks, crates and tyres, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills					
Communication & Language						
	Engage in story times. Develop social phrases. Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound.	Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them	Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use new vocabulary through the day Participate in small group and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Hold conversations when engaged in back-and-forth	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling

	Learn rhymes, poems and songs. .	Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact Describe events in some detail. Engage in non-fiction books.	Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.	exchanges with their teacher and peers. Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	tenses and making use of conjunctions, with modelling and support from their teacher. Make comments about what they have heard and ask questions to clarify their understanding.	and support from their teacher. 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.
Ongoing provision throughout the year	**Circle Time** Listen attentively to others, speak clearly to explain ideas, thoughts and feelings					
	Continuous provision - Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own					
	Story/song time Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs					
Literacy						
	Comprehension Engage in extended conversations about stories, learning new vocabulary. **Word Reading** Read individual letters by saying the sounds for them. Develop their phonological awareness **Writing** To write some or all of their name To use some print and letter knowledge in early writing. . .	**Comprehension** Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes page sequencing, we read English text from left to right and from top to bottom **Word Reading** Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read individual letters by saying the sounds for them. Read a few common exception words **Writing**	**Comprehension** Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes page sequencing, we read English text from left to right and from top to bottom **Word Reading** Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. . Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. . Read some letter groups that each represent one sound and say sounds for them. **Writing**	**Comprehension** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading** Read aloud simple sentences **Writing** Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense.	**Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary **Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. **Writing** Spell words by identifying sounds in them and	**Comprehension** Anticipate (where appropriate) key events in stories. **Word Reading** Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** Write simple phrases and

		Spell words by identifying the sounds and then writing the sound with letter/s.	Form lower-case and capital letters correctly Write simple phrases	Writing for different purposes. .	representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	sentences that can be read by others. Write recognisable letters, most of which are correctly formed.
Phonics Little wandle	Phase 2 Little wandle Autumn 1 Reception	Phase 2 Little wandle Autumn 2 Reception	Phase 3 Little wandle Spring 1 Reception	Phase 3 Little wandle Spring 2 Reception	Phase 4 Little wandle Summer 1 Reception	Phase 4 Little wandle Summer 2 Reception
Literacy Tree Texts	Tower Garden	The Polar Express	Ning and the Night Spirits	Confetti The Tiny Seed	Little Red	Priya Mistry and the Lost Treasure Aisha's Colours
Other possible texts	Our class is family All Welcome Here The colour of us All are welcome We all celebrate You choose Hair Love The family book Pete the cat	It's ok to be different Little Glow The best Diwali Ever Little owl and the Christmas star Eight Nights eight light Goodbye Autumn hello Winter Rama and Sita		The Tiny seed Olivers vegetables The enormous turnip Argh Spider! Jack and the beanstalk	Little Red riding hood 3 Little pigs Ginger bread man Mixed up Fairytales Martha Maps it Out	The most exciting Eid The rainbow fish Tidder The whale who wanted more Meet the oceans Somebody swallowed Stanley
Poetry	I Like	I see leaves	Winters here	Raindrops	Insects all around	The big ship
Ongoing provision throughout the year	**Phonological awareness** Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds					
	Continuous Provision Use writing areas to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by characters from our key texts, write messages to our key text characters, engage in and talk about books, retell stories and create their own					
	Story/song time Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs					
Maths						
(Maths Essentials Planning)	RLS1 – Subitising Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Subitise RLS2 – Counting Skills (Stable order and 1-1 correspondence)	RLS5 - Classification RLS6 – Counting the sort (including cardinality) Know that the last number reached when counting a small set of objects tells	RLS7 – Using counting to compare Compare numbers Compare quantities using language: 'more than', 'fewer than'.	RLS9 – Magnitude – ordering and estimating) Understand the 'one more than/one less than' relationship between consecutive numbers. Compare quantities up to 10 in different	RLS12 – Finding the whole and missing parts Explore the composition of numbers to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction	RLS16 – Counting beyond 20 Count beyond ten. Verbally count beyond 20, recognising the pattern of the counting system. RLS15 – Odd and Even

	Count objects, actions and sounds Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') RLS3 – Comparisons Compare length, weight and capacity Make comparisons between objects relating to size, length, weight and capacity RLS4 _ Pattern Recognition Continue, copy and create repeating patterns.	you how many there are in total ('cardinal principle') Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Compare length, weight and capacity.	R1LS8 Spatial thinking Understand position through words alone – for example, "The bag is under the table," – with no pointing	contexts, recognising when one quantity is greater than, less than or the same as the other quantity. RLS10 – Regrouping the whole RLS11 – Regrouping parts to find the total (the whole) Automatically recall number bonds for numbers 0–5 and some to 10. Explore the composition of numbers to 10.	facts) and some number bonds to 10, including double facts. Have a deep understanding of number to 10, including the composition of each number (Time here for number bond work) RLS13 – Ten and some more Count beyond ten. Verbally count beyond 20, recognising the pattern of the counting system.	RLS14 – Doubling and Halving Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Ongoing provision throughout the year	**Daily routines**: Self-registration (10-frames), calendar, visual timetable, book voting					
	Continuous Provision - Practise taught skills, use and apply taught skills in real-life situations,					
	Story/song time: Practise taught skills, "What do you notice?", "What can you see, how do you see it?"					
Understanding of the world						
Term specific provision	**Past and Present** Begin to make sense of their own life-story and family's history **People, Culture and Communities** Continue developing positive attitudes about the differences between people Talk about members of their immediate family and community Name and describe people who are familiar to them **The Natural World**	**Past and Present** Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past **People, Culture and Communities** Recognise that people have different beliefs and celebrate special times in different ways.	**Past and Present** Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **The Natural World** Understand the effect of changing seasons on the natural world around them.	**Past and Present** **People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps **The Natural World** Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	**Past and Present** 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 **People, Culture and Communities** Draw information from a simple map Describe their immediate environment using	**Past and Present** Talk about the lives of the people around them and their roles in society. 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

	Explore the natural world around them. Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them		Recognise some environments that are different to the one in which they live.	Explore the natural world around them, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	knowledge from observation, discussion, stories, non-fiction texts and maps. **The Natural World** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**People, Culture and Communities** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Online Safety stories	Digi Ducks big decision (Online relationships)	Penguin Pig (privacy and security)	Troll Stinks (online bullying)	Once upon a time online (Health,well-being and lifestyle)	Monkey cow (Managing online information)	Chicken Clicking (health, well being and lifestyle)
Ongoing provision throughout the year	**Continuous Provision** - Practise taught skills, use and apply taught skills in real-life situations. Nature sessions in the forest area explaining the world around us and noticing and commenting on changes.					
	Story/song time: Practise taught skills, "What do you notice?", "What can you see, how do you see it?"					
Expressive Arts and Design (N.C Music, Art, DT)						
	Being Imaginative Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	**Being Imaginative** Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	**Being Imaginative** Explore and engage in music making and dance, performing solo or in groups. Create their own songs, or improvise a song around one they know Watch and talk about dance and performance art, expressing their feelings and responses Develop storylines in their pretend play	**Being Imaginative** Sing a range of well-known nursery rhymes and songs Watch and talk about dance and performance art, expressing their feelings and responses.	**Being Imaginative** Invent, adapt and recount narratives and stories with peers and their teacher Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	**Being Imaginative** Invent, adapt and recount narratives and stories with peers and their teacher Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Term specific provision	**Creating with Materials** Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour-mixing.	**Creating with Materials** Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	**Creating with Materials** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them	**Creating with Materials** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills	**Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories	**Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories
Ongoing provision throughout the year	Story/song time Sing a range of songs/nursery rhymes, understand the structure of stories					
	Continuous Provision: Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play, construction toys					