



Woolhampton C of E Primary School

Beech Class (Reception) Long Term Plan 2025 - 2026

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes		<i>Settling In All About Me</i>	<i>Let's Celebrate!</i>	<i>Amazing Animals</i>	<i>Come Outside</i>	<i>People Who Help Us Our Community</i>	<i>Journeys</i>
Focus Season		Autumn	Winter		Spring		Summer
Texts, songs and poems	The Adventure of Books	Not Now Bernard by David McKee Super Worm by Julia Donaldson	What's in the Witch's Kitchen? By Nick Sharratt The Christmas Pine by Julia Donaldson	The Tiger Who Came to tea by Judith Kerr Farmer Duck by Martin Waddell Dear Zoo by Rod Campbell	We're Going on a Bear Hunt by Michael Rosen Rosie's Walk by Pat Hutchins	The Hairy Toe by Daniel Postgate A Little Bit Brave by Nicola Kinnear Lost and Found by Oliver Jeffers	Penguin by Polly Dunbar Would you Rather? By John Burningham
	The Adventure of Tales	Three Billy Goats Gruff The Little Red Hen	Little Red Riding Hood The Gingerbread man	The 3 Little Pigs Chicken Licken	The Enormous Turnip Jack and the Beanstalk	The Magic Porridge Pot The Emperor's New Clothes	Little Red Hen Goldilocks
	The Adventure of the Past	Mr Benn	Popeye	Road Runner	Pink Panther Poddington Peas	TrapDoor	Raggy Dolls Batfink
	Poems (Taken from Poetry Basket)	Chop, Chop Wise Old Owl Falling Apples Pointy Hat	Autumn Breezy Weather Falling Apples Popcorn Jack Frost	I Can Build a Snowman Cup of Tea Let's Put on Our Mittens Pancakes Mrs Bluebird	Winter's Passed Hungry Birdies A Little Seed Pitter Patter Dance	I Have a Little Frog Sliced Bread The Fox Five Little Peas Thunderstorm	Under a Stone Summer Rain A Little Shell If I Were So Very Small
Maths		Matching and Comparison Measure and Patterns	It's me...1, 2,3 1, 2, 3, 4, 5, 6 Shapes with 4 sides	Alive in 5 Growing 6, 7, 8 Mass and Capacity	Building 9 and 10 Length, height and Time	To 20 and beyond How many now?	Sharing and Grouping Visualise, Build and Map

		Circles and Triangles			Exploring 3D shapes	Manipulate, compose and decompose	Make Connections
Enrichment Activities	Experiences	Home visits Food donations Whole school Harvest service	Celebrations linked to current children's cultures Remembrance service Nativity production Christmas Church service Whole school trip to Pantomime	Chinese New Year workshop Winter walk to post a letter	Spring walk	Family members and friends to come in and talk about how they help the community.	Transition visits Bucklebury Farm Moving up Morning End of term water fight!
	Outdoor Learning at Forest School	Building relationships and understanding routines. Exploring the space safely Introducing basic nature awareness Working together and team work.		Encouraging independence and problem solving. Noticing growth and change in nature. Working together and team work.		Consolidating skills and taking more responsibility. Child led exploration and extended projects. Working together and team work.	
Communication and Language		Be able to start a conversation with familiar adults and friends at Woolhampton and talk about conversations that interest them. Listen to familiar stories, songs and rhymes and join in with repeated or well-known parts. Retell familiar stories, rhymes and past events. Understand and answer why questions. Understand how to be a good listener and why it is important – Create rules for a good listener. Develop correct pronunciation, use of tenses and prepositions. Use talk to pretend.		Be able to listen and respond during conversations within the setting and during other whole school experiences such as lunchtime. Learn and remember songs, rhymes and poems. Ask questions to find out more and to check they understand what has been said to them. Talk in detail and show engagement when discussing stories, rhymes and past events. Listen carefully at different points of the school day e.g. whole class inputs, lunchtimes and in small groups. Be able to speak in clear, well-formed sentences. Use language from known experiences to talk in role.		Be able to hold a back and forth conversation with adults and other children, understanding social phrases and sometimes the use of humour. Listen attentively when being read to and give own opinions. Ask a range of questions to clarify understanding whilst making links in their learning. Be able to use a range of recently learnt vocabulary to offer explanations and talk about why things happen. Listen responsively and express ideas and feelings about what they've heard. Be able to speak in complex sentences, use the correct tense and a range of conjunctions. Develop a narrative and talk in role with others.	
Physical	Gross Motor Skills – PE	Personal Skills and footwork	Social Skills and agility	Cognitive skills and balances	Creative and ball/partner skills	Physical and co-ordination skills	Health and floorwork

	Gross Motor Skills – Other	Introduce how to sit using core muscle strength when on the floor. Use a range of balls, exploring basic skills such as throwing, catching and rolling. Model how to grasp and release a ball successfully. Experiment different ways of moving, testing out their ideas. Begins to climb on and jump off objects of different heights. To travel in different ways around, under and over.		Emphasise how to sit using core muscle strength when sitting at the table. Develop throwing and catching skills. Move in different ways, adapting movements to reduce risk. Children manage their own safety. Jumps off objects and lands appropriately using hands, arms and body to stabilise and balance. To travel with confidence and skill in different ways, around, under and over and through balancing and climbing equipment.		Use core muscle strength to achieve good posture in various places. Negotiate space and obstacles safely with consideration of themselves and others. Demonstrates strength, balance and coordination during Independent Learning. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
	Fine Motor Skills	To draw lines and circles using an anticlockwise movement. Manipulate range of tools and explore their uses e.g. scarves, ribbons. Introduce scissors and how to be safe. Model correct pencil grip and correct letter formation.	Show increasing control over objects such as pushing, patting, twisting, pinching. Develop correct use of scissors and other tools e.g paintbrushes, hole-punches and staplers. Develop correct pencil grip and correct letter formation.	To draw simple, recognisable objects. Use tools, objects and construction materials safely with increasing control and intention. Use correct pencil grip and form some recognisable letters.	To draw recognisable objects. Use tools to effect changes to materials such as paper, card, playdough, natural items and uses scissors to cut simple shapes. Use tools competently, safely and confidently. Form most recognisable letters and show improvements in handwriting (accuracy and efficiency).	Begin to show accuracy and care when drawing. Use a range of small tools including scissors, paintbrushes and cutlery. Hold a pencil effectively using the tripod grip.	Show accuracy and care when drawing. Use a range of small tools with increasing confidence and accuracy. Form ladder letters, robot letters, curly caterpillar letters and zig-zag letters correctly.

Personal, Social and Emotional Development	Personal, Social and Emotional Development	See themselves as an important member of the class. Share experiences through play with adults and children. Begin to talk about their own feelings. To show concentration when organising belongings. Talk about choices for independent learning (plan, do, review). Begins to show confidence in selecting resources needed independently.	Use adults to guide social relationships and interactions. Express feelings about choices and opinions in play. With support, develop strategies to resolve conflict. Recognise the impact of their choices, behaviour or actions on others. To focus attention when taking part in adult-directed learning. Begin to show resilience and perseverance.	Invite and join others in play situations. Consider the feelings of others in play situations. To talk about their feelings and start to consider feelings of others. Understand that expectations vary depending on different events, social situation and changes in routines. To show concentration during these events. Has a clear idea of what they want to do in their play and how to go about it.	See themselves as a valuable member of the school community. Develop particular friendships showing respect. Will take steps to resolve conflict. Begin to recognise their feelings and start to consider feelings of others, offering empathy and comfort. To control impulses when waiting for something. Show resilience and perseverance in the face of a new challenge.	Shows sensitivity to their own and to others' needs reflecting on different points of view. Talks about own feelings and feelings of others. Talk about how we change own behaviour to help others. Have focussed attention, respond appropriately and demonstrate an ability to follow instructions. Manage personal hygiene and basic needs including dressing, going to the toilet and understanding healthy food choices.	Work and play co-operatively and takes turns with others – being flexible to the wants of others. Attempts to resolve conflicts by negotiating and compromising. Know right from wrong and try to behave accordingly. Show an understanding of their own feelings and those of others and begin to change their behaviour accordingly. Show confidence, independence, resilience, and perseverance when faced with a challenge.
	Keeping Healthy and Being Safe	Hand-washing Wiping nose Going to the toilet School fire alarm	Fire safety Drinking fluids Safety with tools Allergies Winter clothing and dressing	Road safety How to be safe online – Screen time Animal safety	Importance of exercise. Plant safety Dental hygiene	Being safe with people around us. Healthy eating	Sun and water safety Importance of sleep.

Understanding of the World	Understanding of the World - History, Geography, Science	Ourselves– similarities and differences. Our Families – naming relations, what they do with them. Diversity between people and where people live.	Celebrations – similarities and differences between religious and cultural festivals. Different cultural version of fairy tales. Seasons - Autumn. Christmas past and present – what do you do with your family at Christmas?	Noticing changes – in leaves, weather, seasons. Animals during Winter. Animals in our local area/Douai Woods. Different environments/habitats. Nocturnal animals.	Explore different outside environments and make observations of living things. Discuss the changes in season and the effects on the local environment. Observe and talk about signs of Spring using senses – make observations about cause and effect. Build on knowledge of animals and life-cycles drawing on books and hands-on experiences.	Talk about family members and what they do for the community. Explore the local area and visit significant places (firestation) Look at maps to learn more about our school and community. Use nursery rhymes and stories to make comparisons between past and present people and the way they live. Share objects from past.	Look at different holidays that children have been on - locally or abroad. Share family experiences of holidays from the past. Looking at maps and google earth. Differentiate between land and water. Use maps, stories and non-fiction to find out more about life in other countries in comparison to our own.
	Technology	To know what technology around the school is used for. Learn how to log onto ilearn2 with a pupil activity code.		Explore programmes on ilearn2 and explore mouse and keyboard skills. Explore digital art and mark making Learn about e-safety.		Explore other digital programmes such as literacy, numeracy, photos and videos. Discover early programming.	
	RE	Special People What makes us special? Religions: Christianity	Christmas Story What are special times? Religions: Christianity, Hinduism	Why are some places special? Religions: Christianity, Muslim	Easter What makes the world special? Religions: Christianity, Muslim	Why are some things special? Religions: Christianity, Hinduism, Muslim, Judaism	Why are some stories special?
		Time to Celebrate – Across the year there will be stand alone lessons taught which will coincide with when religious and cultural festivals are celebrated. These include Harvest, Diwali Holi, Hannukah, Shrove Tuesday, Ramadan and Ganesha Chaturthi.					
Expressive Arts and	Creating with materials (Art/DT)	Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus	Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media,	Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures		Developing cutting, threading, joining and folding skills through fun, creative craft projects	

			making collages and transient art.				
	Being Imaginative (Music, Drama)	Exploring Sound Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Music and Movement Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Musical Stories Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	Big band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.	Transport Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.
Family Learning Links							
Activities/Events			Hot Chocolate and Story Evening (while parents attend a phonics meeting)		Stay and Play – invite parents in for Independent Learning		Grandparents Tea Party