



Reception Year Plan 2026-2027

	Autumn		Spring		Summer	
Topic	Marvelous me	Celebrations	Sowing and Growing	Our wonderful world	Amazing Animals	People who help us
Super start	All About Me Boxes	Halloween dress up	Planting and gardening day	Welly Walk - fundraiser	RSPCA Visit	Police visit and dress up as police officers
Writing/Topic	Fine motor Topic 2 nd half	Story 1 st Topic 2 nd	Story 1 st Topic 2 nd	Story 1 st Topic 2 nd	Story 1 st Topic 2 nd	Story 1 st Topic 2 nd
WOW Write	Name writing	Letter writing	Seasons poetry	Story	Recount of trip	This year my best bits
Key subject focus:	A range of story telling through nursery rhymes.	Rosie's walk	Jack and the Beanstalk	The Gingerbread man	The Three little pigs	The Enormous Turnip
Possible links to sustainability and climate change	Talk about how we can look after the environment – looking after our playground.	Link to changing weather and seasons.	Growing plants which help the environment	Litter pick at the park	Continue to talk about seasons and how weather changes and how we can look after the planet.	Talk about how to care for our immediate environment.
Trips	Walk around our school to explore new areas	Santa by steam?	Heligan	Local walk to the park	Aquarium visit & Beach picnic	Sports Day
Enquiry question:	What makes me special?	What do people celebrate and why?	How big can it grow?	Where do I live?	Who lives here?	Who can help us?
Core Text - Reading	Class Vote- Democracy (British	Class Vote- Democracy (British Values)	Class Vote- Democracy (British Values) from Book	Class Vote- Democracy (British Values)	Class Vote- Democracy (British Values) from Book	Class Vote- Democracy (British Values) from Book



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	Values) from Book Spine or linked texts by same author etc..	from Book Spine or linked texts by same author etc..	Spine or linked texts by same author etc..	from Book Spine or linked texts by same author etc..	Spine or linked texts by same author etc.. The Tiny seed Titch	Spine or linked texts by same author etc..
Personal, social and emotional development	Personal, Social and Emotional Development Self-Regulation • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.					
Personal, social and emotional development	Talking about our school rules. Introduce reward chart. Use behaviour rainbow and	Discussions about other cultures and traditions. Talking about their choice. Plan, do, review in ECP activities. Co-operative play and	Reinforcing the rules after holidays. Speaking and listening games to support children to respond to what others are saying. Speaking to adults about their wants and talking in	Understand and ask different questions. Hot seating linked to Literacy. Playing together cooperatively and taking turns with others.	Talk about feelings. Link to what it feels like after you have exercised. Follow rules. Maintain control of my feelings.	Responding to people in a friendly way. Maintain control of feelings – Talk about different opinions we ache have. Adapting to change in routine –



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	explain the steps. Reinforcing positive behaviour.	problem solving together.	small groups and class situations.	Confident to try different activities and say why they like certain activities.	Achieve different outcomes without adult support. Adapt to changes in routine. Confident to speak in a small group.	Linked to transition and other events that happen in this half term.
PSHE – Scarf All these are Reception I have changed them	Me and My Relationships -All about me -What makes me special -Me and my special people -Who can help me? -My feelings -My feelings 2	Keeping safe -What's safe to go onto my body -Keeping myself safe – what's safe to go into my body (including medicines) -Safe indoors and outdoors -Listening to my feelings -Keeping safe online -People who help to keep me safe	Valuing difference -I'm special, you're special -Same and different -Same and different families -Same and different homes -I am caring -I am a friend	Rights and Respect -Looking after my special people -Looking after my friends -Being helpful at home and caring for our classroom -caring for our world -Looking after money (1) recognising and spending -Looking after money 2 – saving money and keeping it safe.	Being my Best -Bouncing back when things go wrong -Yes, I can -Healthy eating -My healthy mind -Move your body -A good night's sleep	Growing and Changing -Seasons -Life stages – plants, animals, humans -Life stages – human life stages – who will I be? -Where do babies come from? -Getting bigger -Me and my body – girls and boys.
Communication and Language	Communication and Language Listening, Attention and Understanding - 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. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking					



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	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • 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 tenses and making use of conjunctions, with modelling and support from their teacher.					
Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying	Listen 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 repetition and some in their own words. 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 and support	Use new vocabulary through the day. Ask questions to find out more and to check they understand. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in non-fiction books. Engage in story times. WellComm	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Engage in story times. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Learn rhymes, poems and songs. WellComm	Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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 tenses and making use of



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	attention to how they sound. Learn rhymes, poems and songs. WellComm	from their teacher. WellComm		WellComm		conjunctions, with modelling and support from their teacher. WellComm
Physical Development:	Physical Development Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills 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. - Begin to show accuracy and care when drawing.					
Fine motor	Fine motor activities to support holding a pencil correctly. Handwriting pattern. Correct letter formation.	Fine motor activities to support holding a pencil correctly. Handwriting pattern. Correct letter formation. Holding a pencil correctly. Dough Disco	Holding a pencil correctly. Forming letters correctly. Pen Disco	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle equipment and tools effectively, including pencils for writing.	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle equipment and tools effectively, including pencils for writing. Pen Disco	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle equipment and tools effectively, including pencils for writing. Develop the foundations of a handwriting style



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	Dough Disco			Pen Disco		which is fast, accurate and efficient.
						Pen Disco
Gross Motor Reception	Invasion games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
Reading/ phonics	RWI phonics, comprehension and spelling teaches skills progressively across EYFS, Yr1 and Yr 2 (see additional reading progression document)					
Literacy	Literacy Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 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. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.					
Literacy: (Comprehension, Word reading, writing)	Writing: Fine motor activities. Name writing focus. Letter formation-forming	Writing: Learn about different celebrations. Retelling story and talking about events in	Writing: Learn about how plants grow and what they need to survive. Labelling parts of a plant. Character descriptions.	Writing: Character descriptions. Write a simple story linked to The Three Billy Goats Gruff.	Writing: Recount of our school trip Character descriptions. Write a part of The Three Little Pigs.	Writing: Write about different profession and how they help us. Character descriptions.



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	letters correctly. Word reading: Reading individual letters (RWI phonics).	focussed story- Rosie's walk. Poetry – Remembrance Day – write a simple poem. Continue a rhyming string Captions and name writing. Writing a letter to Father Christmas.	Write a simple phrase from parts of Jack and the beanstalk. Retell a story with confidence. Sequence a story.	Retell a story with confidence. Sequence a story. Locality description – Talk and write about our environment. Draw and label map. Write about where we live.	Retell a story with confidence. Sequence a story. Write a fact file about an animal they have learnt about.	Write a part of The Enormous Turnip. Retell a story with confidence. Sequence a story. Link to transition write a letter to your new teacher.
Mathematics	Mathematics Number - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
Mathematics: Reception	Recognise numerals to 5. Count objects to 5.	Count forwards and backwards to 10. Count objects, actions and sounds.	Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10. Compare numbers.	Explore, compare height, length and time. Understand one more and one	Subitise (recognise quantities without counting) up to 5.	Have a deep understanding of number to 10, including the composition of each number.



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	Find a total of two groups by counting up to a total of 5. Compare two groups of objects saying when they have the same number. Subitise numbers to 5 Compare length, weight and capacity. Explore, continue and create patterns.	Link the number symbol with its cardinal value. Understand one more and one less than relationship between consecutive numbers. Compose and decompose shapes so that children recognise a shape can have other shapes within it.	Explore composition of numbers to 10. Compare length, weight and capacity. Explore, compare height, length and time.	less than relationship between consecutive numbers. Explore composition of numbers to 10. Automatically recall the number bonds for numbers 0-10. Compose and decompose shapes so that children recognise a shape can have other shapes within it. Explore 2D and 3D shapes.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding of the World.	Understanding of the world 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. People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					



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- 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

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding of the World.	Children will explore the natural world around them. Recognise some environments that are different to the one in which they live. All about me boxes to share with others. Talk about members of their immediate family. Name and describe people who are familiar to them.	Children will explore the natural world around them. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Children will explore the natural world around them. 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. Explain some similarities and differences between life in this country and life in other countries. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of plants.	Children will explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Locality walk to look at types of housing. Children will be able draw information from a simple map.	Explore the natural world around them, making observations and drawing pictures of animals. Discussing animal habitats and where they are in the world (cold and hot parts of the world) Children will explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Children will explore the natural world around them. 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. Talk about members of their community (people who have links to our school historically) Comment on images of familiar situations in the past.
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						Children will explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Computing – Rec	Busy Bodies	Awesome Autumn	Super Space	Spring time	Summer Fun	Boats Ahoy
Online Safety – Reception	Self-image and identity Online Relationships	Online reputation	Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and security Copywrite and ownership
Expressive Arts and Design	Expressive Arts and Design Creating 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. Being Imaginative - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					



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	Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Art focus – Pablo Kahlo Self Portraits.	Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo and in groups. Create collaboratively sharing ideas, resources and skills.	Develop storylines in pretend play. Explore and engage in music making and dance, performing solo and in groups. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Art – van Gogh sunflowers			Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills. Art – Making sculptures.
Music	Chant the animals	Creative moves	Lilting lullaby	Number time	Wellbeing Matters	Rhythm Adventure		



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Being Special: Where do I Belong?	Why is Christmas special for Christians?	Christianity: Why is the word of God so important to Christians?	Christianity: Why is Easter special to Christians?	Which places are special and why?	What stories are special and why?	
Other events	Story and Rhyme Workshop	Nativity	Music performance	Maths workshop	PE workshop	Sports day Graduation
Outdoor learning:	Team building games		Planting and growing Visit to Heligan Explore the gardens and take photographs to reflect on in later science learning.			