

Reception Curriculum Long Term Plan 2026/27

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (8 weeks)
Topic	<i>History/UW- Great Fire of London</i> <i>Science/UW- Materials</i>	<i>Geography/UW- Weather and climate</i> <i>Science/UW- Materials</i>	<i>History/UW- Women who changed history</i> <i>Science/UW- Animals inc humans</i>	<i>Geography/UW- Hot and cold places</i> <i>Science/UW- Plants</i>	<i>History/UW- History of transport</i> <i>Science/UW - Plants</i>	<i>Geography/UW- United Kingdom</i> <i>Science/UW- Seasons</i>
Building on prior learning	Children draw upon their own experiences of: - Different buildings and homes they have visited or seen. - Everyday materials they use, such as wood, plastic, metal, fabric and glass. - Talking about events that happened before now (e.g. birthdays, holidays or when they were younger). - Exploring and building with a variety of materials through play	Children build on their understanding of: - The different materials they explored in Autumn 1. - Their own experiences of different types of weather. - Seasonal changes they observe in their local environment. - Choosing appropriate clothing for different weather conditions. - Exploring the outdoor environment throughout the year.	Children build on their understanding of: - The difference between the past and the present. - That significant events and people can be remembered because they made a difference. - Their own bodies and how they have grown and changed. - Similarities and differences between themselves and other animals. - The basic needs of living things through everyday experiences and caring for living creatures.	Children build on their understanding of: - That plants are living things and grow and change over time. - What plants need to grow and stay healthy. - Seasonal changes and how weather affects the environment. - That different places around the world have different weather and climates. - Similarities and differences between their local environment and other places.	Children build on their understanding of: - That the past happened before now. - Familiar forms of transport they use in their everyday lives. - How things change over time. - That plants are living things and grow over time. - What plants need to grow and stay healthy through first-hand experiences of planting and caring for them.	Children build on their understanding of: - Their local area and where they live. - Different places around the world and how they can be hotter or colder than where we live. - Daily weather and seasonal changes. - How weather changes throughout the year. - Observing changes in the natural environment.
Children will know:	History - The Great Fire of London happened a long time ago. - The past is different from the present. - People lived differently in the past. - Homes and buildings can change over time. Science - Objects are made from different materials. - Materials include wood, plastic, metal, glass, fabric and paper. - Different materials have different properties.	Geography - The weather changes from day to day. - The seasons bring different types of weather. - Weather affects what we wear and what we do. - Different places can have different weather. - We can observe and describe the weather. Science - Some materials are better suited to different weather conditions. - Waterproof materials keep us dry. - Some materials are warm, while others help keep us cool. - Materials can be chosen because of their properties.	History - Some people from the past are remembered because they changed the world. - People can make a difference through their actions. - We can learn about significant people from books, pictures and artefacts. Science - Animals, including humans, are living things. - Body parts. - Animals have different needs and habitats. - Living things need food, water and air to survive. - Humans need food, water, exercise, sleep and hygiene to stay healthy.	Geography - Some places in the world are hot and some are cold. - Different climates affect the plants and animals that live there. - People and animals adapt to where they live. Science - Plants are living things. - Plants need water, light, air and suitable temperatures to grow. - Different plants grow in different environments. - Plants have different parts, including roots, stems, leaves and flowers. - We can observe how plants grow and change over time.	History - Transport has changed over time. - People travelled differently in the past. - Some forms of transport from the past are different from those used today. - We can learn about the past through photographs, books and artefacts. Science - Plants are living things. - Plants grow and change over time. - Plants need water, light, air and suitable conditions to grow. - Different plants have different features. - We can observe and describe changes as plants grow.	Geography - We live in the United Kingdom. - The United Kingdom is made up of four countries. - We live in England. - Our local area is Shebbear, Devon. - Maps and globes help us find places. Science - There are four seasons. - Each season has different weather. - Plants, animals and people change their behaviour during different seasons. - We can observe changes in the weather and natural environment throughout the year. - Day length changes across the seasons.
Progression into Year 1/2	History Understand that significant events happened before they were born.	Geography	History Learn about the lives of significant individuals who	Geography	History Compare transport from the past with transport today.	Geography

		Autumn	Spring	Summer
Communication and language Communication and Language is developed through high-quality interactions, vocabulary-rich story sessions, partner talk, role play and sustained shared thinking.	Listening and attention	Children listen attentively to songs, stories and rhymes, responding by joining in and following simple instructions with two or more parts. They develop good listening behaviours, begin to take turns in conversations and respond appropriately to what they hear.	Children respond to what they hear with relevant questions, comments and actions. They listen carefully in a range of situations, sharing ideas and responding appropriately to what others say.	Children listen attentively and respond with relevant comments, questions and actions, showing secure understanding during discussions and interactions.
	Speaking	Children use talk to express their needs, feelings and ideas, communicating with familiar adults and peers using simple sentences. They begin to learn and use new vocabulary through play, stories and shared experiences.	Children use talk to organise their thinking, discuss stories and non-fiction texts, and share ideas in small groups. They use an increasing range of vocabulary to explain their ideas and experiences.	Children explain events, experiences and ideas in detail using full sentences and increasingly accurate past, present and future tense. They participate in discussions, offering their own ideas while considering the views of others.
	Key Skills: Listening • Attention • Understanding • Vocabulary • Conversation • Oral explanation			
	Listening, attention and understanding Children will know: - Good listening helps us learn, understand and respond to others. - We need to pay attention to important information, instructions and conversations. - Asking and answering questions helps us to understand, remember and learn more. - Stories, discussions and conversations help us to develop our understanding of the world. - Different situations require different listening skills, such as listening to a story, following instructions or joining a conversation.		Speaking Children will know: - Words can be used to share ideas, needs, thoughts and feelings. - Speaking in sentences helps others to understand what we mean. - Talk can be used to explain, describe, retell and discuss experiences, stories and ideas. - Learning and using new vocabulary helps us communicate more effectively. - We can listen and respond to others when taking part in conversations and discussions.	
Personal, Social and Emotional Development PSED is nurtured through secure relationships, consistent routines, collaborative play, co-regulation and adult modelling.	Self-regulation	Children identify and begin to talk about a range of emotions. They begin to manage their feelings and behaviour, developing resilience when faced with challenge. They increasingly sit and listen during adult-led activities and follow instructions with two or more parts.	Children recognise how others may be feeling through their words, facial expressions and actions. They begin to talk about their own strengths and the things they find challenging, showing increasing confidence and resilience.	Children show an understanding of their own feelings and those of others and increasingly regulate their behaviour accordingly. They sustain focused attention during learning activities and respond appropriately in a range of situations.
	Managing self	Children develop confidence in new routines, begin trying new activities and show increasing independence in managing their own personal needs, including dressing, toileting and handwashing.	Children show resilience when faced with challenge, understand and follow class and school rules, and begin to explain why healthy choices, such as good hygiene, exercise and healthy eating, are important.	Children confidently try new activities, show perseverance when faced with challenge and independently manage their personal needs. They understand how healthy choices and their actions contribute to their wellbeing.
	Building relationships	Children form secure relationships with familiar adults and begin to build positive relationships with their peers. They learn to take turns, share ideas and express their needs and feelings appropriately through cooperative play.	Children use words to solve conflicts, work cooperatively with others and develop positive friendships with a wider range of peers. They begin to consider the feelings and viewpoints of others during play and learning.	Children build positive relationships, work and play cooperatively, and show empathy, sensitivity and respect for the needs and feelings of others. They resolve minor disagreements appropriately and value the contributions of others.
	Key skills: Self-regulation • Emotional literacy • Independence • Resilience • Relationships • Cooperation			
	Self-regulation Children will know: - All feelings are valid, but actions and choices should be safe and kind. - Feelings can change and may influence our thoughts, behaviour and actions. - There are different strategies that can help us regulate and manage our emotions. - Trusted adults and friends can support us when things feel difficult. - We can learn to recognise our feelings and make choices about how we respond.		Managing Self Children will know: - Rules and routines help everyone feel safe, secure and ready to learn. - Trying new things and having a go helps us develop confidence and improve. - Mistakes are a part of learning and help us to develop resilience. - Independence helps us manage everyday tasks, personal needs and challenges. - The choices we make can affect our health, wellbeing and how we learn.	
Physical Development Physical development is strengthened through outdoor play, PE, fine motor provision, malleable materials, writing opportunities and	Gross motor	Children develop balance, coordination and confidence in their movements through running, climbing, jumping and negotiating obstacles. They explore different movement patterns and learn to move safely in a range of environments.	Children refine their movement control when using large and small equipment and develop increasing skill in throwing, kicking, passing and catching. They begin to coordinate their movements with greater accuracy and confidence.	Children demonstrate strength, balance and coordination, negotiating space safely and moving energetically with confidence and control. They apply their movement skills in a range of physical activities and games.
	Fine motor	Children strengthen their hand muscles and develop control when mark making, drawing and using one-handed tools such as cutlery, paintbrushes and pencils. They begin to develop accuracy and care when completing fine motor tasks.	Children refine their pencil grip and develop increasing control and accuracy when using scissors, pencils and small tools. They begin to complete fine motor tasks with greater independence and precision.	Children use a range of tools with precision, control and increasing accuracy, demonstrating the fine motor skills needed for fluent writing and completing everyday tasks independently.
	Key Skills: Strength • Balance • Coordination • Core stability • Fine motor control • Tool use • Spatial awareness			

daily opportunities for active movement.	Gross motor Children will know: Movement and physical activity help develop strength, balance and coordination. Different movements and activities require control of different parts of the body. Practice, perseverance and effort help us improve our physical skills. We can move safely by being aware of space, equipment and the people around us. We can use our bodies in different ways for different purposes, such as travelling, balancing, throwing and catching.			Fine motor Children will know: Hands and fingers need strength, coordination and control to complete small movements. Fine motor control supports drawing, writing, dressing and using tools effectively. Different tools require different grips, movements and levels of control. Practice helps us improve our precision, accuracy and control. We can develop independence by using our fine motor skills in everyday tasks.
Literacy Literacy develops through daily phonics (RWI), story immersion (TTS), writing opportunities and oracy.	Comprehension			
	Word reading			
	Writing			
Maths Maths is developed through Mastering number and abacus explicit teaching, manipulatives and problem solving in provision.	Number			
	Numerical patterns			
Understanding the World UW develops through enquiry, observation, discussion, stories, non-fiction, investigation and meaningful real-life experiences.	Past and present	Children talk about themselves, their families and changes in their own lives. They begin to understand that the past happened before now and compare old and new through toys, homes and familiar artefacts.	Children compare past and present through stories, photographs and artefacts. They learn about significant people from the past and begin to understand how their actions changed the lives of others. They recognise that aspects of life, such as healthcare and jobs, can change over time.	Children understand similarities and differences between life now and in the past by exploring how transport and journeys have changed over time. They use stories, photographs and artefacts to recognise that the way people travel and live has changed.
	People, culture and communities	Children explore their families, homes and local community, recognising similarities and differences between themselves and others. They begin to understand that people live in different communities and places.	Children learn about people who help us, celebrations and different communities, developing an awareness that people have different experiences, beliefs and ways of living. They recognise similarities and differences between themselves and others.	Children describe their environment and develop an understanding of the United Kingdom. They use stories, maps and discussion to compare their local area with other places and recognise that people live in different environments and communities.
	The Natural World	Children observe seasonal changes and explore the natural world through weather, materials and sensory experiences. They begin to understand that objects are made from different materials and that materials have different properties.	Children investigate plants, animals and habitats through observation and exploration. They develop an understanding that living things grow, change and have different needs.	Children compare different environments and explain important natural processes, including plant life cycles, seasonal changes and changes they observe in the natural world. They understand that living things grow, change and adapt to their surroundings.
	Key Skills: Observation • Enquiry • Comparison • Change over time • Community awareness • Environmental understanding • Reasoning			
	Past and present Children will know: - The past means before now. - Things change over time, while some things stay the same. - We can learn about the past through stories, photographs, artefacts and the experiences of others. - People, places, objects and ways of life have changed over time. - People’s lives in the past may have been different from life today.		People, Culture and Communities Children will know: - People belong to families, groups and communities. - Families and communities can be similar and different. - People have different roles, responsibilities and jobs within communities. - People may celebrate, live and work in different ways. - Places around the world can be similar to or different from where we live.	The Natural World Children will know: - Living things grow, change and have different needs over time. - Plants and animals need suitable conditions and care to survive and thrive. - Weather, seasons and environments change throughout the year. - Materials have different properties and can change when they are used or altered. - Different environments support different plants and animals.
Expressive Arts and Design EAD develops through music, open-ended creation, role play	Creating with Materials	Children explore a range of materials, colours, textures and techniques through sensory and process-led experiences. They experiment with different ways to manipulate, combine and join materials, beginning to create simple representations and outcomes.	Children select tools and materials with increasing purpose. They develop techniques such as cutting, sticking, printing, joining and shaping, and begin to explain their creative choices and the processes they have used.	Children combine materials and techniques intentionally to create and develop their ideas. They adapt, improve and refine their creations, explaining the processes they have used and talking about their final outcomes.
	Being Imaginative and expressive	Children use their imagination in play, join in with songs, rhymes and music, and begin to retell familiar stories through role play, small world play and creative activities.	Children sustain imaginative play, adapt familiar stories and develop their own narratives through role play, small world play and creative activities. They respond to rhythm, music and sound with increasing confidence.	Children invent, adapt and perform stories, songs and imaginative scenarios with creativity, expression and confidence. They use their imagination to develop their own ideas and respond creatively through music, movement, role play and performance.

and imaginative exploration.	Key Skills: Creating • Designing • Evaluating • Music • Storytelling • Evaluation • Imagination • Performance	
	Creating with materials Children will know: • Different materials have different properties and can be used for different purposes. • Tools can be used in different ways to create, shape and change materials. • Materials can be cut, joined, shaped, combined and transformed to create ideas. • Creative ideas can be developed, changed and improved through experimentation. • Artists and designers make choices about colour, shape, texture, pattern and form.	Being imaginative Children will know: • Stories, music, art and experiences can inspire imagination, play and creativity. • Objects, props and materials can represent other things in imaginative play. • Songs, movement, music and role play can be used to communicate ideas, stories and feelings. • Stories and narratives can be adapted, invented and retold. • People express ideas, emotions and experiences in different creative ways.