



Long Term Planning Year 2026 2027

In Reception Class, we use the children's interests, questions and experiences to shape our learning to ensure the learning is meaningful, interesting and engaging for the children. We build on the unique family experiences that each child brings with them and we work with families to provide children with a broad, balanced and rich curriculum in school and beyond the school gate.

We understand that there will be times of the year when, for example celebrations and natural phenomenon of our beautiful world will bring with it fascination for the children. We also understand the importance of teacher directed learning alongside child based learning, for example, to ensure children develop suitable literacy and maths skills to prepare them for their onward school journey. This knowledge is used to shape an outline of a long term plan for the class.

However, this is a working document that will be manipulated to respond to the children in our class.

Title/Duration	Our Community / Autumn / Harvest	Winter/ Festivals / Christmas	Living on an Island / Our World / Space	New Life / Animals / Easter	Going Places / Transport	Under the Sea / At the seaside
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	Strong working partnerships Promotes independence and curiosity	Valuing all children, learning is accessible to all Promotes independence and curiosity	Coherent learning links and pathways Promotes independence and curiosity	Challenging, engaging and motivating Promotes independence and curiosity	Broad, relevant and balanced - Local, Mainland, Global Opportunities for memorable experiences	High quality outcomes, deep learning Promotes independence and curiosity

The Big Questions	How do I get along with others in my class? How do I make new friendships? Are people all the same? What is our local community and who/what is in it? What is a Conscious Community and what does it mean to be part of this? What changes and patterns do we notice in the world and local community around us? Learning about boundaries and expectations in school / making friends.	What celebrations to people mark? - In our local community and around the world? Do all people follow the same celebrations? What traditions, beliefs do your family follow? Are there special foods / clothes that are used at certain times? Building key skills such as resilience, perseverance and respect to those around us, celebrating difference. What changes are we seeing around us in nature at this time of year?	Where do I live? Exploring our local community – discovering new walks and visiting local shops / places of interest. How does my home community fit into a wider world? Where is the Isle of Wight in comparison to the Mainland? Where is West Wight on the Isle of Wight? Taking ownership of learning, negotiating in play and taking account of others' ideas and feelings. Who are some key, inspirational people who shape our lives?	How are the seasons changing? What is happening in our local environment to nature and animals? How do things grow? How do we stay healthy? What is our role in protecting and supporting our beautiful Island, Oceans and Planet?	How has transport changed over time? What is family life like in other countries? What types of homes do people live in? What clothes do they wear? What food do they eat? What is it like in other countries? Where have we been with our families? How may we travel to different places? Was it always easy to travel to different countries/locations?	What makes our island special? How can we look after our island and animals – including sea life? Exploring moving on – taking our next steps in our education. (transition)
Inspirational People	People who help and have helped in our local community and own lives.	Ernest Shackleton	Mae Jemison	Jane Goodall Steve Backshall	Amelia Earhart	David Attenborough

Maths <i>Topic Links</i>	Cardinality and Counting Exploring numbers 1 – 5. Unpicking the quantity the numeral represents. Count using 1:1 correspondence . Count each object in a set only once, including non-linear arrangements. Know the final number in a count is the quantity for the set. Count out a quantity from a larger set. Represent quantities with fingers. Learning and joining in with counting songs, including finger manipulation. Shape, Space Exploring patterns and making our own or continuing existing repeating patterns. Developing understanding of positional language.	Cardinality and Counting Exploring numbers 1 – 5. Unpicking the quantity the numeral represents. Count using 1:1 correspondence . Count each object in a set only once, including non-linear arrangements. Know the final number in a count is the quantity for the set. Count out a quantity from a larger set. Subitize quantities. Recognise and order numbers. Represent quantities with fingers. Instantly recognise dice patterns. Shape, Space, Measure Beginning to use time to sequence events. Exploring shapes. Drawing Club	Cardinality and Counting Diving deeper into numbers to 10. Counting on from different starting points (not just 0) Oral counting beyond 10 (teen numbers to 20). Subitize quantities in increasingly complex arrangements. Recognise and order numbers. Comparison Choose to count to compare similar quantities. Able to compare quantities with counter-intuitive perceptual clues e.g. 4 large objects and 5 small objects. Know the quantity is unchanged if objects are rearranged Know when there is an error in counting the final number is not the quantity for the set Seeing a small set correctly counted backwards.	Cardinality and Counting Exploring numbers beyond 10, looking at the pattern of the number system. (teen numbers). Explore number manipulation – problem solving with resources involved addition, subtraction and doubling. Composition incl. Addition and Subtraction. Identify sub-groups in a context or photo, e.g. boys/girls and children. Recognise a whole by visualising two parts e.g. 2-colour coins or beans, dominoes, irregular dot patterns. Recognise quantities 6- 10 in regular arrangements e.g. in 10-frames Recognise teen numbers as ‘10 and...’ using visuals e.g. 14 shown in a full 10-frame and 4 more Discern teens from tens numbers, e.g. 13 and 31	Cardinality and Counting Consolidation of numbers 1- 10 and continuing deeper dive into pattern of number system for teen numbers. Exploring the patterns of odds and evens. Composition incl Addition and Subtraction. Looking at number bonds, doubles and number problems. Recognising the relationship between the size and number of unit. Beginning to use units to compare things. Shape, Space, Measure Using language of time to sequence events. Exploring shapes. Drawing Club	Counting, ordinality and cardinality purpose of counting – to find out ‘how many’ objects there are Composition Numbers within 7 (and other numbers) Recognising attributes in groups to sort in different categories. Comparing amounts of continuous quantities. Showing awareness of comparison in estimating and predicting. Comparing indirectly. Shape, Space, Measure Using language of time to sequence events. Exploring shapes. Drawing Club
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Literacy <i>Topic Links</i>	Phonics Phase 2 Listening Skills – hearing and spotting initial sounds in words. Developing large motor skills, coordination, hand strength. Large scale sensory play. Looking at the letters in our names – learning to write our names. Spotting print in different environments. What purpose does it serve? Nursery Rhymes – joining in and recalling familiar songs and rhymes. Learning to love books – linked to library visit. Link to walks in local environment – sensory experiences. Potential Text Drivers: <i>Colour Monster (goes to school)</i> <i>Mixed</i> <i>We are All Different</i> <i>The Three Little Pigs</i>	Phase 3 Phonics – learning new sounds and using our phonics to write simple labels. Spotting initial sounds and end sounds in words. Beginning to apply phoneme fingers. Exploring beats in words to clap them. Beginning to explore and recognise some non decodable words. Developing gross and fine motor skills. Funky fingers alongside physical development in larger movements. Writing transcription and composition – articulating our ideas for own stories, poems, texts building on familiar stories / texts I have heard. Potential Text Drivers: <i>The Little Red Hen</i> <i>Pumpkin Soup</i> <i>Rama and Sita</i>	Phase 3 Phonics (including recaps of digraphs). Applying our phonics to speak and then write captions / extending to looking at sentences in text we see in books and the environment. Guided writing of sentences to capture children’s voice and ideas. Beginning to apply phoneme fingers. Exploring beats in words to clap them. Exploring rhyme in sentences and stories. Recognise, read a growing bank of non decodable words. Writing transcription and composition – articulating our ideas for own stories, poems, texts building on familiar stories / texts I have heard. Developing understanding of audience and purpose. Adding detail / length to our	Application of Phase 3 phonics – embedding. Polishing our independence and accuracy to segment and blend with phoneme fingers. Developing gross and fine motor skills. Refining letter formation. Gradually writing strength in hand to write for longer periods. Exploring sentence writing – real life writing opportunities, capital letters. Writing composition – opportunities for oral story telling with scribe. Lots of opportunities to share texts as a group – small guided reading and whole class texts. Potential Text Drivers: <i>The Big Pancake</i> <i>Pancakes, Pancakes</i> <i>Saint George and The Dragon</i> <i>The Easter Story</i>	Progression onto Phase 4 (for those children who are ready). Applying our phonics throughout different genres / writing opportunities – real life purpose/application. Writing transcription and composition – articulating and writing our ideas for own stories, poems, texts building on familiar stories / texts I have heard. What is the purpose of my writing? Who is it for? What form is best to convey my purpose/message? Expanding understanding of punctuation, upper case and lower case letters. Continually building on length of activity – writing for longer periods. Potential Text Drivers: <i>Information books about lifecycles and bugs.</i> <i>The Hungry Caterpillar</i>	Ongoing application and consolidation of our phonic skills. Continually expanding children’s love of reading through shared experiences and ranges of high quality texts link to interests. E.g. Sailor Ted Stories exploring the island. Consolidation of all writing skills, progressing to beginning to read and re-read own writing to check it makes sense. Are children forming letters correctly? Beginning to distinguish between upper case and lower case letters – where do we need each of these? Continue to explore punctuation in my own writing and texts I read/are read to me. What purpose does the punctuation serve? Write a short sentence from dictation, applying phonic skills taught so far. Potential Text Drivers: <i>Sharing a Shell</i>
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	<i>The Leaf Thief</i> <i>The Lion Inside</i> <i>The Squirrels that Squabbled</i> <i>Usborne Books on Autumn</i> <i>The Enormous Turnip</i> <i>Little Goose's Autumn</i> <i>Usborne Books on Seasons and changes.</i>	<i>The Best Diwali Ever</i> <i>The Poetry Basket Autumn Term</i> <i>The First Christmas (Nativity)</i> <i>The Jolly Postman at Christmas</i> <i>Stick Man</i> <i>The Gingerbread Man</i>	Potential Text Drivers: <i>The Koala Who Could</i> <i>Ridiculous!</i> <i>Goldilocks and The Three Bears</i> <i>The Poetry Basket Spring Term</i> <i>Supertato</i> <i>Jack and The Beanstalk</i> <i>Nian the Chinese Dragon</i> <i>The Great Animal Race</i>	<i>Information books about Eggs- The Egg Book</i>	<i>Oliver's Vegetables</i> <i>Mrs Armitage, Queen of the Road</i> <i>The Naughty Bus</i> <i>The Poetry Basket Summer Term</i> <i>The Street Beneath My Feet</i> <i>Someone's Swallowed Stanley</i> <i>Someone Crunched Colin</i>	<i>Tiddler</i> <i>The Big Book of Blue</i> <i>Three Billy Goat's Gruff</i> <i>The Hermit Crab</i> <i>Ten is crab, 1 is a snail.</i> <i>The Whale Who Wanted More.</i>
Communication & Language Links to Literacy Links to: (discussing / explaining our work) History Geography Science Computing RE Music (listening, repeating rhythms)	Talking about what we know and things that are special to us in our community. Speaking in sentences to explain our ideas, thoughts and experiences to others. Joining in with stories, rhymes, listening games. Understanding and following instructions. Learning new vocab through environment / topics. Exploring the meaning of new words.	Developing our listening skills through games – fine tuning our ears. Developing pronunciation of our sounds in words that we speak. Building attention, ability to listen and respond with relevant questions. Speaking in a school group for performance. Developing awareness of audience – whole body communication. Learning new vocab through environment /	Show & Tell, holiday news – using past, present forms correctly. Building attention, ability to listen and respond with relevant questions. Expanding understanding and use of serve and return in conversations. Learning new vocab through environment / topics. Exploring the meaning of new words. Developing our understanding of writing as a communication tool	Independent show & tell, responding with relevant questions, answering in full sentences giving listener information. Developing confidence to talk to others about our own ideas. Developing language to explain our ideas. Expanding understanding and use of serve and return in conversations. Building our bank of conjunctions, applying them in our own oral sentences. Learning new vocab through environment /	Learning new vocab through environment / topics. Exploring the meaning of new words. Using new vocabulary in our speech and writing. Exploring questions further – asking and responding appropriately. Expanding understanding and use of serve and return in conversations. Expanding our understanding of rhythm and intonation – e.g. difference between how poems and stories may sound.	Ongoing – serve and return conversations. End of year celebrations – talking about successes; past and present tense. Retelling and writing our own stories – developing narratives. Learning new vocab through environment / topics. Exploring the meaning of new words. Using new vocabulary in our speech and writing. Talking to new people as we begin our onward journey from Reception Class.

	Understanding the value of listening as well as speaking. Looking at our letters in the wider environments we visit. What is their purpose?	topics. Exploring the meaning of new words. Adding more detail to our verbal sentences. Gaining confidence to offer responses back to what we hear.	alongside spoken words. What are different forms of writing? Expanding our understanding of rhythm and intonation – e.g. difference between how poems and stories may sound.	topics. Exploring the meaning of new words. Expanding our understanding of our audience so that we can respond to their needs and keep their interest.	Expanding our understanding of our audience so that we can respond to their needs and keep their interest. Guided Reading opportunities.	
Personal Social & Emotional Links to Computing RE History Art (trying new things, Self confidence, self awareness) Design Technology (trying new things, self confidence, self awareness)	Building relationships with new friends, initiating own ideas and activities. Confident to try new activities and assert own personality in school. Learning that not all children like the same things and develop sensitivity to this. Developing awareness of school values – Respect, Resilience, Relationships and Conscious Community Learning about mindfulness and beginning to explore basic emotions. Zones of regulation and strategies for staying in ‘green zone.’	Talk about self in positive terms – what are we good at? Building confidence in self and understanding of different strengths and abilities. Showing sensitivity to others interests and cultures / beliefs. Showcasing our school values and being an advocate of a Conscious Community. Continuing to develop understanding of human emotions – how they make my body feel, how I can manage them. Zones of regulation and strategies for staying in ‘green zone.’	Showing sensitivity to others interests and cultures / beliefs. Working as part of a group for the Chinese New Year Celebrations Showing independence and resilience. Flexible thinking. Gaining independence with showcasing our School Values. Continuing to develop understanding of human emotions – how they make my body feel, how I can manage them. Zones of regulation and strategies for staying in ‘green zone.’ Learning how my actions impact those around me.	Building confidence in a wider social situation, having confidence in own skills. Developing ability to explain what we can and can’t do and when we need help. Implementing skills we have learned this year – growing independence to solve minor problems or disagreements with others. Independence to source and find own resources and belongings. Showing an awareness that as an individual we are part of a bigger picture (a bigger class, school, community). Understanding and demonstrating that understanding in	Confidence to try new activities and learn new skills. Forming positive relationships with others. Continuation of emotions work – developing the understanding we are all different, have different strengths and different experiences outside of school that influence our day to day life. Building that understanding of resilience – keep challenging yourself and trying, even when things get tricky or problems strike.	Looking at transition into next steps of school; building confidence as we move to Year 1. Looking at resilience as we step out of our comfort zone and handle changes in our daily routines. Conscious community and team spirit linked to Sports Day but daily life within school too. Staying safe in the wider school community – linked to water safety and sun safety, stranger danger as we prepare for the summer break.

	Road safety as we learn about our walk to school – zebra crossings.	Learning how my actions impact those around me.		practice that how we conduct ourselves impacts those around us.		
Moving & Handling Links to PE Design Technology	1 weekly PE session used for indoor Circuit training, linked to core strength, balance, coordination. 1 x weekly PE session used for Big, Physical outdoor movement, including bikes and trikes. Physically strong to write. Kinetic letters – fine motor skill development / funky fingers. Building independence in school, learning how to be healthy. Managing own hygiene – understanding of importance of hand washing at this time. Dressing independently Handle equipment and tools effectively, including pencils for writing.	1 weekly PE session used for indoor Circuit training, linked to core strength, balance, coordination. 1 x weekly PE Working With Others Kinetic letters – fine motor skill development / funky fingers. Building independence in school, learning how to be healthy. Managing own hygiene – understanding of importance of hand washing at this time. Dressing independently Handle equipment and tools effectively, including pencils for writing.	(Possible Swimming) 1 weekly PE session used for indoor Circuit training, linked to core strength, balance, coordination. 1 x weekly PE session PE Planning Dance or Fun and Games Unit Kinetic letters – fine motor skill development / funky fingers. Building independence in school, learning how to be healthy. Managing own hygiene – understanding of importance of hand washing at this time. Dressing independently Handle equipment and tools effectively, including pencils for writing.	1 weekly PE session used for indoor Circuit training, linked to core strength, balance, coordination. 1 x weekly PE session PE Planning Movement Development Kinetic letters – fine motor skill development / funky fingers. Building independence in school, learning how to be healthy. Managing own hygiene – understanding of importance of hand washing at this time. Dressing independently Handle equipment and tools effectively, including pencils for writing.	1 weekly PE session used for indoor Circuit training, linked to core strength, balance, coordination. 1 x weekly PE session Planning Throwing and Catching Kinetic letters – fine motor skill development / funky fingers. Building independence in school, learning how to be healthy. Managing own hygiene – understanding of importance of hand washing at this time. Dressing independently Handle equipment and tools effectively, including pencils for writing.	1 weekly PE session used for indoor Circuit training, linked to core strength, balance, coordination. 1 x weekly PE session PE Planning Ball Skills Kinetic letters – fine motor skill development / funky fingers. Building independence in school, learning how to be healthy. Managing own hygiene – understanding of importance of hand washing at this time. Dressing independently Handle equipment and tools effectively, including pencils for writing.
Understanding the World	Exploring what it is to be 'Me.' Learning we are part of a	Learning about different celebrations /	Exploring the traditional stories and celebrations behind	Observations of changes to our seasons.	Talk about past and present events in their own lives and in the	Talk about features of their own environment.

Links to History Geography Science Computing RE	community and celebrating differences between people and communities. Settling into school, meeting new people and learning about our role in a Conscious Community. Learning about changes in the season in our local community. Geography – knowledge and skills. History – knowledge and skills Computing	festivals across the world. Observations of changes to our seasons. Continuing to learn about our local community. History – knowledge and skills RE	special occasions in different faiths. Chinese New Year Find our Island and local community on a map. Where are we in relation to the mainland? Where are we in the world? Scientific explorations of space – learning about the planets and solar system. Science – knowledge and skills Geography – knowledge and skills. Computing RE	Plants and animals around us. Learning about Lifecycles. Capturing photos of the world around us and observations of lifecycles. Geography – knowledge and skills. Science – knowledge and skills Computing	lives of family members (with links to historical moments in transport) Exploring differences in environments – immediate environment to those further afield. Using Beebots to explore pathways and programs. History – knowledge and skills Computing Geography – knowledge and skills. Science	Learning about eco systems and dangers that are facing our planet at the moment. Cleaner Oceans. Learning about reducing, reusing, recycling. We are all responsible for looking after our planet – Eco Warriors. Geography – knowledge and skills. Science – knowledge and skills Computing
Expressive Arts & Design Links to Art Design Technology Music Computing	Exploring a range of media and using them to create different effects, including painting, drawing, construction. Large mark making – refining to make closed shapes and finer, smaller details, link to Dance Write – drawing to music and movement.	Learning songs from memory. Performing songs and music to an audience. Christmas inspired art work projects, linked to Christmas Tree Festival – In school and Community. Using paint programs to create art projects.	Represent own ideas in a variety of ways including collage, art, digital art, junk modelling, deconstructed play, role play, music and song. Beginning to explore work of famous artists (linked to class interests at the time). Working to recreate	Using media and materials to make animal homes – thinking about properties and suitability for use. Easter artwork projects. Continued exploration of famous artists (linked to children’s interests at the time). Continuing to develop our skills in using a	Making models and artefacts related to travel through a variety of mediums including artwork, digital art and construction. Continued exploration of famous artists (linked to children’s interests at the time).	Dance, music and movement – exploring change and improvisation. Learning and performing seaside songs/shanties. Art projects related to under the sea including painting, digital art,

	Learning how to select and use resources and tools appropriately and with growing independence. Exploring paints and colour mixing. Art – knowledge and skills. Design Technology – knowledge and skills	Dance, music and movement – exploring change and improvisation. Drawing club linked to children’s themes and text drivers to develop pencil control, drawing skills (shapes, space and measure) and colouring. Music – Knowledge and skills. Art – knowledge and skills. Computing	famous pieces of art in our own way. Honing our skills in using a range of media and tools, including learning how to evaluate work and add finishing touches. Drawing club linked to children’s themes and text drivers to develop pencil control, drawing skills (shapes, space and measure) and colouring. Art – knowledge and skills. Design Technology – knowledge and skills. Music – knowledge and skills Computing	range of media and tools. Singing and joining in with Easter celebration songs. Drawing club linked to children’s themes and text drivers to develop pencil control, drawing skills (shapes, space and measure) and colouring. Art – knowledge and skills. Design Technology – knowledge and skills. Music – knowledge and skills	Continuing to develop our skills in using a range of media and tools. Drawing club linked to children’s themes and text drivers to develop pencil control, drawing skills (shapes, space and measure) and colouring. Art – knowledge and skills. Design Technology – knowledge and skills. Computing	drawing, collage, textiles. Drawing club linked to children’s themes and text drivers to develop pencil control, drawing skills (shapes, space and measure) and colouring. Art – knowledge and skills. Design Technology – knowledge and skills. Music – knowledge and skills Computing
RE	All About Me.	Celebrating the Birth of a Baby: Christmas	Special People	Eggs Signs of New life	Special Clothes	Janmashtami Krishna’s Birthday
FOREST SCHOOL	It’s A Bug’s Life Habits and Habitats Site survey - flora and fauna Maintaining and creating habitats	As the World Turns Seasonal changes Extreme weather Climate change Eco-warriors	Watch the Birdie Birds - observe, identify, feed, shelter, count Garden/river/sea birds Preserving our bird population	Catch the Wind Weather watch - observe, record. Wind power Climate Change Eco Warriors	How Does Your Garden Grow? Plant and nurture seedlings. Create and maintain garden beds. Climate change - planting for the future	A Sense of Wonder Harvesting fruit and veg Making art Minimising use of natural resources Our impact Climate activists

Computing	<i>Programming A – ‘All about Instructions’</i> Key Program – Barefoot activities	<i>Computer Systems and Networks - Using a Computer</i> Key Program – Laptops (not iPads)	<i>Computer Systems and Networks - Using a Computer</i> Key Program – Laptops (not iPads)	<i>Computer Systems and Networks - Exploring Hardware</i> Key Program – iPad camera app	<i>Programming B – Bee bots</i> Key Program – Bee bots	<i>Data and Information – Introduction to Data</i> Key Program – Barefoot activities
Value	Relationships	Respect	Resilience	Respect	Relationships	Resilience
Trips/Events/ Visitors/Risk Day	Macmillan Coffee Afternoon with Parents Handwashing Nurse Visit	Local Walk (Federated) Blackberry walk/ Causeway Parents in Christmas Craft Afternoon Beach Class (All Saints Christmas Tree Festival)	Local walk linked to children’s interests Swimming (Beach Class)	Visit to animal attraction – linked to children’s interests Parents in for Easter Craft Afternoon	Federated Beaulieu Motor Museum – Mainland trip	Federated EYFS picnic Dental Nurse visit