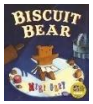
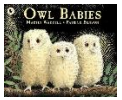
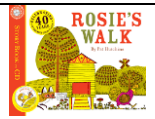
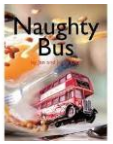
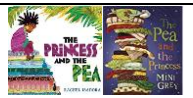
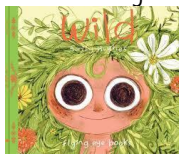
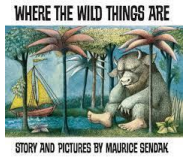
Collis Primary School

Long Term Planning Reception 2026-2027

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Being me in my world	Celebrations	Journeys	Once upon a time	Living Things	Wild
Key Texts	The colour monster  Biscuit Bear  Jabari Jumps  Owl Babies  Poetry Basket: Chop Chop	Pumpkin Soup  Little glow  Poetry Basket: 5 Little Peas	 Rosie's Walk  Naughty Bus Poetry Basket: Popcorn	 The Princess and the Pea  The Gigantic Turnip and Pattan's Pumpkin Traditional tales such as The Three Little Pigs Poetry Basket: Pancake	 Busy spring by Sean Taylor The extraordinary gardener by Sam Boughton  How does a tadpole grow –Eric Carle Mad about Minibeast by Giles Andreae Poetry Basket: Stepping stones	Wild – Emily Hughes  Where the Wild Things are – Maurice Sendak  Wild Animals – non fiction Poetry Basket: I have a Little Frog
PSED Jigsaw themes	Being me in my World Reception b's Be kind Be gentle Be careful with our things Be honest Be a listener Be hardworking Understanding feelings Being in a classroom Making new friends and forming positive relationships with familiar adults in school. Family life	Celebrating Differences Being special Making friends Standing up for yourself Celebrations Friendship Week Following rules and routines, creating class codes. Being aware of behaviour expectations.	Dreams and Goals Challenges Perseverance Overcoming obstacles Seeking help	Healthy Me Exercising bodies Healthy food Oral health Sleep Keeping clean	Relationships Friendships Breaking friendships Falling out Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears
R.E.	Harvest Festival, Birthday Assemblies	Diwali, Advent, Hanukkah Christmas story	Holi, Healthy living Ramadan	Mother's Day Pancake Day The Easter story. New life.	Caring for living things Wesak Day Eid al-Fitr	Families, Transitions

Communication Language	Understand how to listen carefully and why listening is important. Know whole body listening rules. Know talk Partner rules. Be able to develop social phrases Be able to respond to the register appropriately. Be able to describe a good friend. Begin to be able to say how they are feeling (using The Colour Monster)	Be able to listen carefully to rhymes and songs, paying attention to how they sound. Be able to describe events in some detail. Be able to use new vocabulary in role play. Be able to join with words and phrases from a familiar story. Be able to speak in full sentences Be able to say please and thank you.	Be able to listen and engage in story times. Understands a range of complex sentence structures including negatives, plurals and tense markers. Able to follow a story without pictures or props. Be able to articulate their ideas and thoughts in well-formed sentences. Be able to retell part of a story Be able to ask questions to find out more and to check they understand what has been said to them. Be able to use simple sequencing words e.g. before, then, next, after that Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations.	Be able to join in with predictable phrases. Understand common themes in traditional tales. Be able to listen to and talk about stories to build familiarity and understanding. To maintain a supported conversation about a book with a peer of teacher. Be able to connect one idea or action to another using a range of connectives. Be able to express their point of view. Be able to give reasons using 'because' Be able to explain why something happened in a story. Be able to retell traditional tales using story language Beginning to use a range of tenses (e.g. play, playing, will play, played)	Be able to join in with telling stories verbally and with actions Be able to hold a conversation with familiar people Be able to learn rhymes, poems and songs. Be able to engage in non-fiction books. Be able to ask relevant questions about learning. Be able to describe events in some detail. Be able to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Be able to use past and present tense. Begin to be able to use future tense.	Be able to use new vocabulary in different contexts. Be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Be able to listen to and comment on poems. Be able to use talk to help work out problems and organise thinking and activities. Be able to explain how things work and why they might happen. Be able to use conjunctions in their sentences. Be able to use past, present and **future** tense
Physical Development	(Following Get Set 4 School) Introduction to PE – Unit 1	Fundamentals – Unit 1	Gymnastics – Unit 1	Dance – Unit 1	Ball Skills – Unit 1 Swimming	Games – Unit 1 Swimming
Literacy: Phonics	Essential Letters and Sounds Phase 2 Teach letter name, sound and formation s, a, t, p i n, m, d g, o, c, k Oral segmenting & blending reading simple CVC words	Essential Letters and Sounds Phase 2 Teach letter name, sound and formation ck, e , u, r h, b, f, l ff, ss , ll j, v , w ,x y, z, zz, Oral segmenting and blending for reading and spelling	Essential Letters and Sounds Phase 3 Teach digraphs and trigraphs qu, sh, ch, th, ng ai, ee, igh, oa oo	Essential Letters and Sounds Phase 3 Vowel digraphs or, ar, oi, ow, ur ear, air, ure, er Revise Previous sounds	Essential Letters and Sounds Phase 3 Revision and Phase 4 CVCC, CCVC, CCVCC, and polysyllabic words using Spring 1 sounds	Essential Letters and Sounds Phase 5 ay, ou, ie, ea oy, ir, ue, aw wh, ph, ew, oe au, ey, a-e, e-e i-e, o-e, u-e, c
Maths: Number	**NCETM – Mastering Number** Check points:	**NCETM – Mastering Number** Check points:	**NCETM – Mastering Number** Check points:	**NCETM – Mastering Number** Check points:	**NCETM – Mastering Number** Check points:	**NCETM – Mastering Number** Check points:

	*Say the number of up to 4 clearly defined objects in different contexts without counting. *Say how many fingers on one hand they can see quickly and consistently. *Show amounts on one hand without growing them or counting.	•Recognise a quantity up to 5 in familiar standard arrangements such as on a dice. *Correctly say when they have heard 2, 3 or 4 drum beats. Count up to 10 things that can't be touched e.g jumps and claps. *1:1 correspondence for numbers to 10. Count a set of up to 10 objects say how many there are all together without recounting.	*Describe the whole and groups they see within in familiar arrangements up to 5. *Join in with counting rhymes and activities consistently saying the number names in the correct order. *Compare 2 sets of up to 10 objects by looking and or matching regardless of the colour, size, spatial arrangement using the language or fewer then, more than and equal. *Make 2 sets that are equal. *Show numbers to 5 without counting on their fingers using both hands or fingers up/ fingers down method. *Say when shown a set of up to 5 objects how many have subsequently been hidden.	•Count from 1 to 20. •Say or demonstrate using practical equipment '1 more than' a number to 9. •Say or demonstrate using practical equipment '1 less than' numbers to 10. •Show double amounts on their fingers. Say and explain and number that is not a double. •Use representations to make even and odd numbers and recognise the difference between them. •Recognise and match numerals to quantities up to 10.	•count from 20 to 29. •count from 20 to 35 (Some children may need prompting for the tens numbers, but can then rejoin the count.) •begin to develop a 'mental number line'? Do they know, for example, that 8 is a lot more than 2, but 4 is only a little bit more than 2. •show 10 using both hands, and able to describe another way to make 10. (e.g. 6 and 4, or 9 and 1) •tell you the sum of some doubles within 10. •say (when shown a set of up to 5 objects) how many have subsequently been hidden. •split a set of up to 10 objects into 2 parts, recognising that the whole amount remains the same.	•work with a partner to distribute a quantity of objects to 10 between them. Do they recognise when they have an equal amount?
Maths : Shape, Space and Measure	Compare Size, mass, Capacity	2D shapes, pattern	Positional language, length and height, language around time, spatial reasoning	3D Shape, weight Pattern	Patterns, capacity, spatial reasoning	Positional language, shape.
Understanding the World 	All about me –What is special about me? Similarities/differences that distinguish us from others. All about my family, features of my home. Geography of the school. Investigate school environment. Know different types of weather. Know how to operate simple equipment, take photos with iPads.	Look at signs of Autumn. Firework night Christmas Cookery Celebrate Christmas and compare festivals. Remembrance How to dress for winter Doing up your coat	Investigate movement and machines. Investigate colour and rainbows, melting, making observations of snow, ice and frost.	Describe changes between winter and spring. Countries of the world and languages around the world. Investigating the world map. Knowing we live in England. Talk about grandparents. Explore Bee Bots and remote controlled objects.	Developing an understanding of growth and changes over time. Plant seeds, look after plants, name parts of a plant, How do we keep our plants healthy? Describe what plants need to grow. Describe the lifecycle of a chicken and a frog. Investigate mini beasts. Know what a holiday is and talk about favourite holidays from the past.	Keeping safe in the sun. Understanding the differences between Reception and Year 1 Investigate floating and sinking. Understand the difference between wild animals, farm animals and pets.

Expressive Arts and Design	Using a rolling pin and cutters to make biscuits Artwork exploring mark making Inspired by Yayoi Kusama Designing, cooking, and decorating a biscuit.	Making a map with moving parts Making playdough Artwork exploring mixing colours	Making a waterproof house for Incy Wincy Spider Artworks exploring wax resist inspired by David Hockney Designing and making an ice lolly.
	Linked to Themes or individual interests of the children Throughout the year children will be encouraged on a daily basis to explore and use a range of media and materials. In class children will sing songs, make music and dances and experiment with ways of changing them. Children will experiment and play with colours, music and textures. They will use resources and materials such as clay, playdough, gloop, tape, string, wool, glue and scissors to create models. They will have experience using natural materials and loose parts to create pictures and models. They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.		