   
 Pensilva Primary School

EYFS Long Term Plan 2025/2026 – Reception

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| Autumn 1  Me and My World | Autumn 2  Celebrations | Spring 1  Travel the world | Spring 2  Amazing Animals | Summer 1  Come Outside | Summer 2  Water |
| Significant events  Harvest  Baseline assessments | Significant events  Diwali  Halloween  Bonfire Night  Christmas | Significant events  Chinese New Year | Significant events  Easter | Significant events | Significant events |
| Assessment week  Baseline – 15th Sep  20th October | Assessment week | Assessment week | Assessment week | Assessment week | Assessment week |
| Visits/Visitors | Visits/Visitors | Visits/Visitors | Visits/Visitors | Visits/Visitors | Visits/Visitors |
| Topic General Themes  NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision  Starting school/My new class and expectations  New Beginnings/My family  Who lives in my home?  Where do I live?  Local environment  All about me – my favourite toy, food, game etc  Harvest, making soup and bread | Topic General Themes  NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision  Halloween  Bonfire Night  Diwlai  Light and Dark  Christmas | Topic General Themes  NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision  Around the Town/World - How do I get there?  Where in the world have you been?  Where do we live in the UK/world?  Vehicles past and present Design your own transport Differences between own country and other countries | Topic General Themes  NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision  Life processes  Animal life cycles  Animals in different parts of the world  Farming in our local community | Topic General Themes  NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision  Growing food  Plants and Flowers  How to be healthy  Healthy food  Active bodies  Personal hygiene  Weather / seasons  Forest School  Planting seeds | Topic General Themes  NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision  Pirates and Mermaids  Water  The sea  Rock pooling  Comparisons with different coastlines around the world  Boats |
| Key Texts  -Flotsam – whole school text  -The Colour Monster  -The Big Book of Families  -Goldilocks and the Three Bears  -The Enormous Turnip  - A Squash and a Squeeze | Key Texts  We’re Going on a Bear Hunt-  Whatever Next - instructions  Rama and Sita  Each Peach Pear Plum - poetry  The Nativity  The Jolly Christmas Postman – letter writing | Key Texts  Coming to England – postcard writing  Transport – non fiction  Wha me mudder do -Grace Nichols - poetry  Dragon Noodle Party  The Runaway Wok | Key Texts  The Picture – Film narrative  Owl Babies – story writing  Caterpillar Butterfly – diary writing  Explanation texts – growing cress | Key Texts  Selection of Julia Donaldson texts to compare -  The Gruffalo  Superworm  We found a seed  Oliver’s Vegetables | Key Texts  The Great Big Cuddle – poetry  5 Minutes Peace  Mr Large in Charge  Rainbow fish – Marcus Pfister  Splash – Jane Hissey  The Night Pirates  The Mermaid of Zennor |
| PSED   |  | | --- | | Jigsaw-Being me in my community.  Settling in making friends  To be confident when making new friends.  To describe how we feel and why we feel that way.  To share with other children.  Understanding school/classroom rules and responsibilities  Learn about the Colour Monster | | PSED   |  | | --- | | Jigsaw- Celebrating Difference  To form positive relationships with other children when working together.  To develop ways to solve problems when they arise.  To recognise what makes us unique. | | PSED   |  | | --- | | Jigsaw-Dreams and Goals  To express their feelings and to consider the feelings of others. Begin to think about the perspectives of others. | | PSED   |  | | --- | | Jigsaw- Healthy Me  To share ideas about how we can help others and show that we care.  To develop ways to solve problems.  To explore feelings and experiences that make us feel certain emotions. | | PSED   |  | | --- | | Jigsaw-Relationships  To learn about road safety rules and look at the important clothing people have to wear when travelling on certain modes of transport. | | PSED   |  | | --- | | Jigsaw- Changing Me  To talk about changes and prepare ourselves for the big transition of getting ready for Year 1! | |
| PD  Fine motor skills –  Fine Motor Activities - Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills.  Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp.  Pencil Grip  Name Writing  Holding their knife and fork correctly.  Zipping up their coat independently.  Gross motor skills –  Cooperation games i.e, parachute games.  Climbing – Outdoor equipment/Park Visit  Different ways of moving to be explored.  Changing for PE/Help individual children to develop good personal hygiene.  Regular reminders about thorough handwashing & toileting | PD  Fine motor skills –  Fine Motor activities - Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials.  Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.  Holding their knife and fork correctly.  Zipping up their coat independently.  Gross motor skills –  Ball skills- Throwing and Catching. Climbing - Crates play  Skipping ropes in outside area.  Dance related activities  Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows & prams. | PD  Fine motor skills –  Fine Motor activities - Threading, cutting, weaving, playdough. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control.  Encourage children to draw freely. Holding small items  Button clothing  Cutting with scissors independently.  Gross motor skills –  Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Dance - Moving to music.  Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows & prams. | PD  Fine motor skills –  Fine Motor activities - Threading, cutting, weaving, playdough. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.  Begin to cut along a straight line with scissors  Gross motor skills –  Gymnastics – Balance, children moving with confidence.  Obstacle course equipment in outside area for children to climb, balance, jump on and over.  Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | PD  Fine motor skills –  Fine Motor activities - Threading, cutting, weaving, playdough. Develop pencil grip and letter formation continually.  Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Begin to cut along a curved line, like a circle with increasing control.  Gross motor skills –  Obstacle course equipment in outside area for children to climb, balance, jump on and over.  Understand the differences between healthy foods and unhealthy foods.  Teach about how our body feels when it is working hard – heart beating fast, out of breath and how this is a good feeling.  Sports day activities practice and running races. | PD  Fine motor skills –  Fine Motor activities - Threading, cutting, weaving, playdough. Form all letters correctly  Given opportunities to draw recognisable shapes/pictures  Colour inside the lines of a picture with increasing control.  Gross motor skills –  Team games/races  . |
| Comprehension  Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.  Understand we read English text from left to right and from top to bottom.  Engage in extended conversations about stories, learning new vocabulary.  Listen with intent and understand what is being said. | Comprehension  Retell stories related to events through acting/role play.  Christmas letters/lists. Retelling stories using images / apps.  Pie Corbett Actions to retell the story – Story Maps.  Editing of story maps and orally retelling new stories.  Sequence story – use vocabulary of beginning, middle and end.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Enjoys an increasing range of books | Comprehension  Making up stories with themselves as the main character.  Encourage children to record stories through picture drawing/mark making.  Read and understand simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few common exception words. | Comprehension  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Develop their own narratives and explanations by connecting ideas or events. | Comprehension  Retell a story with actions and / or picture prompts as part of a group.  Use story language when acting out a narrative.  Rhyming words.  Can explain the main events of a story.  Can draw pictures of characters/ event / setting in a story. | Comprehension  Can draw pictures of characters/ event / setting in a story.  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions.  Beginning to understand that a non-fiction is a nonstory- it gives information instead.  Fiction means story.  Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. |
| Reading  Phonics Sounds: RWI Set 1 whole class.  Reading Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.  Children to read the sounds speedily. This will make sound blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge | Reading  Phonic Sounds: RWI Differentiated groups  Reading: Blending CVC sounds, rhyming, alliteration. Reading: Knows that print is read from left to right. Reading: Spotting diagraphs in words. Show children how to touch each finger as they say each sound.  Reading: For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. | Reading  Phonic Sounds: RWI Differentiated Groups/Ditties Reading: Rhyming strings, common theme in traditional tales  Reading: identifying characters and settings.  Reading: Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Reading: Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’ | Reading  Phonic Sounds: RWI Differentiated groups  Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience.  Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words. | Reading  Phonic Sounds: RWI Differentiated groups.  Reading: Non-fiction texts, Internal blending, Reading (Fred in your head)  Naming letters of the alphabet.  Distinguishing capital letters and lower-case letters. | Reading  Phonic Sounds: RWI Differentiated groups  Reading: Reading simple sentences with fluency. Reading: Reading CVCC and CCVC words confidently. |
| Writing  Dominant hand Tripod grip  Mark making  Name Writing  Giving meaning to marks  Labelling  Sequencing instructions for making porridge.  Shopping lists  Writing initial sounds and simple captions.  Use initial sounds to label characters/images.  Names Labels Captions Lists | Writing  Name writing.  Labelling, using initial sounds. Story scribing.  Retelling stories in writing area.  Help children identify the sound that is tricky to spell.  Sequence stories.  Letter writing to Father Christmas, using pictures and initial sounds.  Begin to write simple sentences with finger spaces. | Writing  Writing some of the tricky words such as I, me, my, like, to, the.  Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context, using finger spaces, capital letters and full stops. Create a story board. | Writing  Labelling & creating own story maps.  Writing captions and labels.  Writing simple sentences with increasing independence, focussing on finger spaces, capital letters and full stops. Writing short sentences to accompany story maps.  Labels and captions for vehicles/countries | Writing  Write new version of stories.  Writing recipes, lists.  Writing for a purpose in role play using phonetically plausible attempts at words.  Sentence writing to include capital letters, finger spaces, full stops and correct letter formation.  Rhyming words. Acrostic poems | Writing  Story writing.  Writing sentences using a range of tricky words that are spelt correctly.  Using full stops, capital letters and finger spaces with increasing accuracy, independently. Innovation of familiar texts. Using familiar texts as a model for writing own stories.  Character descriptions  Write three sentences – B, M & E for story writing. |
| Maths  Representing 1,2 & 3  I can identify representation of 1,2 & 3.  I can subitise or count to find out how many and make their own collections of 1.2 & 3 objects.  I can match number names we say to numerals and quantities for 1,2 &3.  I can count up to 3 objects in different arrangements using 1:1 correspondence. I can us my own mark making to represent 1,2 & 3. Composition of 1,2 & 3  I can begin to understand the idea that all numbers are made-up of small numbers.  I can explore and notice the different compositions on 1 and 3.  I can find one more or one less from a group of up to 5 objects. Numbers to five – 4 & 5  I can count on and back to 4 and 5.  I can count or subitise sets of up to 4 or 5 objects.  I can match the number names to numerals and quantities for 4 & 5. I can say which sets have more and fewer items.  I can represent up to 5 objects on a five frame and understand that if the frame is full there are five. | Maths  Representing 1,2 & 3  I can identify representation of 1,2 & 3.  I can subitise or count to find out how many and make their own collections of 1.2 & 3 objects.  I can match number names we say to numerals and quantities for 1,2 &3.  I can count up to 3 objects in different arrangements using 1:1 correspondence. I can us my own mark making to represent 1,2 & 3. Composition of 1,2 & 3  I can begin to understand the idea that all numbers are made-up of small numbers.  I can explore and notice the different compositions on 1 and 3.  I can find one more or one less from a group of up to 5 objects. Numbers to five – 4 & 5  I can count on and back to 4 and 5.  I can count or subitise sets of up to 4 or 5 objects.  I can match the number names to numerals and quantities for 4 & 5. I can say which sets have more and fewer items.  I can represent up to 5 objects on a five frame and understand that if the frame is full there are five. | Maths  Introducing Zero  I understand the number name ‘zero’. I understand numeral 0 can represent ‘nothing there’ and ‘all gone’. Comparing Numbers to 5  I can understand when comparing numbers one quantity can be more than, the same as or fewer than. Numbers 6,7 & 8  I can count to 6, 7 & 8.  I can represent 6,7 & 8 in different ways  I can count out the required number of objects from a larger group.  I can arrange 6, 7 & 8 into smaller groups to be able to subitise and see how they are made up of smaller numbers. (E.g. I know it is 8 because I can see 4 and 4).  I can order and compare my representation the numbers 6, 7 & 8.  I can begin to notice one more and one less in my representations.  I can count on and back up to the number 8. Making Pairs  I can build on my knowledge of matching to find and make pairs.  I understand that a pair is two.  I can arrange small quantities into pairs and notice some pairs will have one leftover with no partner. 9 & 10  I can apply counting principles when counting to 9 & 10 (forwards and backwards).  I can represent 9 & 10 in different ways.  I can arrange 9 & 10 into smaller groups to conceptually subitise these larger numbers and explore their composition (I know it is 9 because I see 3, 3, 3).  I can notice a 10 frame is full when there is 10.  I can use 10 frames, fingers and beads strings to subitise groups of 9 & 10. Number bonds to 10 I can explore number bonds to 10 with real life objects in different contexts, e.g. There are 10 apples. How many in the tree and how many on the ground? | Maths  Introducing Zero  I understand the number name ‘zero’. I understand numeral 0 can represent ‘nothing there’ and ‘all gone’. Comparing Numbers to 5  I can understand when comparing numbers one quantity can be more than, the same as or fewer than. Numbers 6,7 & 8  I can count to 6, 7 & 8.  I can represent 6,7 & 8 in different ways  I can count out the required number of objects from a larger group.  I can arrange 6, 7 & 8 into smaller groups to be able to subitise and see how they are made up of smaller numbers. (E.g. I know it is 8 because I can see 4 and 4).  I can order and compare my representation the numbers 6, 7 & 8.  I can begin to notice one more and one less in my representations.  I can count on and back up to the number 8. Making Pairs  I can build on my knowledge of matching to find and make pairs.  I understand that a pair is two.  I can arrange small quantities into pairs and notice some pairs will have one leftover with no partner. 9 & 10  I can apply counting principles when counting to 9 & 10 (forwards and backwards).  I can represent 9 & 10 in different ways.  I can arrange 9 & 10 into smaller groups to conceptually subitise these larger numbers and explore their composition (I know it is 9 because I see 3, 3, 3).  I can notice a 10 frame is full when there is 10.  I can use 10 frames, fingers and beads strings to subitise groups of 9 & 10. Number bonds to 10 I can explore number bonds to 10 with real life objects in different contexts, e.g. There are 10 apples. How many in the tree and how many on the ground? | Maths  Building Numbers Beyond 10  I can build and identify numbers to 20 (and beyond) using a range of resources.  I can use 10 frames, number shapes, tower of cubes and bead strings to compose full 10s and part of next 10. Counting Patterns Beyond 10  I can count on and back beyond 10.  I can show representations which clearly show a full 10 and part of 10.  I can place a sequence of numbers in order. Adding More  I can use real objects to see a quantity of a group has changed due to adding more. Taking Away I can use real objects to see a quantity of a group has changed due to taking away. Doubling  I can understand ‘double’ means ‘twice as many’.  I can build doubles using real objects and mathematical equipment.  I can say the doubles as I build them, e.g. Double 2 is 4. | Maths  Building Numbers Beyond 10  I can build and identify numbers to 20 (and beyond) using a range of resources.  I can use 10 frames, number shapes, tower of cubes and bead strings to compose full 10s and part of next 10. Counting Patterns Beyond 10  I can count on and back beyond 10.  I can show representations which clearly show a full 10 and part of 10.  I can place a sequence of numbers in order. Adding More  I can use real objects to see a quantity of a group has changed due to adding more. Taking Away I can use real objects to see a quantity of a group has changed due to taking away. Doubling  I can understand ‘double’ means ‘twice as many’.  I can build doubles using real objects and mathematical equipment.  I can say the doubles as I build them, e.g. Double 2 is 4.  ELG: 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. |
| UTW  Seasonal changes - Change in living things – Changes in the leaves, weather, seasons.  Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.  Can talk about what they do with their family and places they have been with their family.  Can draw similarities and make comparisons between other families.  Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations. | UTW  Physical processes  Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.  Can talk about what they have done with their families during Christmas’ in the past.  Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.  Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.  Explore toys from the past and compare them to toys the children have now. | UTW  Materials  Materials: Floating / Sinking – boat building Metallic / non-metallic objects  Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  Discuss how they got to school and what mode of transport they used.  Introduce the children to a range of transport and compare it to transport in the past.  Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.  Use bee-bots on simple maps. Encourage the children to use navigational language.  Can children talk about their homes and what there is to do near their homes?  Encourage them to comment on what their home is like. Show photos homes around the world and encourage them to draw comparisons.  Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?  Can children differentiate between land and water.  Take children to places of worship and places of local importance to the community. | UTW  Science experiments - Plants  Plant cress seeds and create diaries recording the changes.  Learn about the life cycle of a butterfly  Learn about animal life cycles and their habitats  Make observations of the changes in the wild area.  Planting up our raised bed with wild flower seeds. | UTW  Life processes and living things.  How to be healthy  Healthy food  Personal hygiene  How to brush your teeth properly  Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.  After close observation, draw pictures of the natural world, including animals and plants. Building a ‘Bug Hotel’  Exploring different habitats in our wild area. | UTW  Habitats – comparing habitats of land animals and water animals.  Go rock pooling when we go to the beach – explore the habitats of sea creatures.  Share non-fiction texts that offer an insight into contrasting environments, Cornish seas compared to the Great Barrier Reef. |
| Computing | Computing  Kapow - Computing systems and networks: Using a computer | Computing  Kapow - Programming 1: all about instructions | Computing  Kapow - Programming 2: exploring hardware | Computing  Kapow - Data handling: introduction to data | Computing |
| EAD  Join in with songs  Beginning to mix colours.  Join in with role play games and use resources available for props; build models using construction equipment.  Sing call-and response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. | EAD  Design and make rockets and objects they may need in space, thinking about form and function. Firework pictures, Christmas decorations, Christmas cards, Divas lamps, Christmas songs/poems  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  The Nativity play | EAD  Learn a traditional Chinese song and dance and perform it.  Encourage children to create their own music.  Junk modelling, houses, bridges boats and transport.  Exploration of other countries – dressing up in different costumes.  Making lanterns, Chinese writing, puppet making  Chinese music and composition | EAD  Make different textures. Make patterns using different colours.  Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals  Pastel drawings, printing, patterns on Easter eggs.  Mother’s Day crafts Easter crafts  Artwork themed around Eric Carle & The Seasons. | EAD  Animal prints  Designing homes for hibernating animals.  Collage owls’  Symmetrical butterflies  Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. | EAD  Rainbow fish collages  Paper plate jellyfish  Salt dough fossils/shells  Water pictures, collage, shading by adding black or white.  Colour mixing – underwater pictures. |
| Music  Kapow - Exploring sound | Music  Christmas Production | Music  Kapow - Music and movement | Music  Easter performance | Music  Kapow - Musical stories | Music  Kapow - Big band |
| RE  Being Special – Where Do We Belong  Unit F4 | RE  Why is Christmas Special for Christians?  Unit F2 | RE  Which Places are Special and Why?  Unit F5 | RE  Why is Easter Special for Christians?  Unit F3 | RE  Why is the word “God” special for Christians?  Unit F1 | RE  Which Stories are Special and Why?  Unit F6 |
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