

Long Term Curriculum Plan: Reception (2025-2026)

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
World/National Events	- Doing it for Dan run - Diwali	- Guy Fawkes - Remembrance Day - Anti-Bullying week - Children in Need - Hanukkah - World Nursery Rhyme Week	- Lunar New Year - Safer Internet Day - PTA Disco - Beep Beep Day	- Mothers' day - Comic Relief		- Fathers' Day - PTA Summer fete
School Events	- Harvest Festival Assembly - Discovery Day: Black History	- Discovery Day: International Day - Advent Assembly - Reception Christmas productions - Behaviour Awards	- Discovery Day: Art Day - Children's mental health week - Speed Stacking Festival	- Discovery Day: World Book Day - Discovery Day: Science Day - Easter assembly - Behaviour Awards - Ramadan/Eid - Holi	- Discovery Day: Careers' Day - Running festival - NSPCC Speak Out stay Safe	- Geography Fieldwork week - Discovery Day: Environmental Day - Sports Day - Class Shuffle-up day - Behaviour Awards
Core Values	Respect		Honesty		Responsibility	
Assembly Theme	Thankfulness	Humility	Justice	Compassion	Service	Courage
Core topic for the term (Festivals and celebrations are taught at the time they take place in the year)	All about me	Imagination and Fantasy	People who help us	Tell me a story...Traditional Tales	Growing and minibeasts	All around the world
Possible themes and book focus (These will be selected based on children's current interests and as a result of in the moment planning)	What makes me a me? <i>What makes me a me?</i> What makes a good friend and class member? <i>Sharing a shell</i> What are feelings? <i>The Eyebrows of Doom</i> <i>My Monster and Me</i> <i>Conker the Chameleon</i> Diwali <i>First Festivals: Diwali</i> Harvest and Autumn <i>Pumpkin Soup</i> <i>Leaf Man</i>	Bonfire Night <i>The Quiet Little Firework</i> Superheroes <i>Supertato</i> Mythical Creatures <i>Zog and the Flying Doctors</i> Magic Room on the Broom Winter <i>One Winter's Day</i> Hannukah <i>First Festivals: Hanukkah</i> Christmas <i>The Nativity Story</i> <i>Stick Man</i> <i>Jolly Postman</i>	People who help us <i>A Superhero Like You</i> Road Safety <i>You Can't Take an Elephant On the Bus</i> Emergency services <i>Emergency Dentist</i> <i>Dentist Trip</i> Learning about the past <i>Dinosaur fact books</i> Lunar New Year <i>The Lunar New Year Story</i>	Respect <i>Goldilocks</i> Celebrating Differences and Holi <i>Ugly Duckling</i> <i>The Night Before Holi</i> Courage <i>The Three Billy Goats Gruff</i> Making sensible choices and Eid <i>Little Red Riding Hood</i> <i>First Festivals: Eid</i> Easter <i>The Easter Story</i>	On the farm <i>What the Ladybird Heard</i> Spring and Growing <i>The Little Red Hen</i> <i>Hello Spring</i> <i>The Tiny Seed</i> Minibeasts <i>The Very Noisy Cricket</i> <i>Minibeast fact books</i> Down by the pond <i>Information books</i>	Maps <i>Martha Maps it out</i> Ice and snow (Antarctica) <i>Information books</i> Deserts (Africa) <i>Rumble in the Jungle</i> Grasslands (North America) <i>Goldilocks and the Three Bears</i> Summer/Sea and Oceans (Australia) <i>Commotion in the Ocean</i> Space <i>Space fact books</i> Pirates <i>The Pirates Next Door</i>
Possible rhymes (Children learn a weekly rhyme)	<i>Hickory Dickory Dock</i> <i>Jack and Jill</i> <i>The Grand Old Duke of York</i> <i>If you're happy and you know it</i> <i>Head Shoulder Knees and Toes</i> <i>Five Little Monkeys</i> <i>This Old Man</i> <i>Here We Go Round the Mulberry Bush</i> <i>Tommy Thumb</i>	<i>Pat-a-Cake</i> <i>Twinkle Twinkle Little Star</i> <i>Christmas Songs</i>	<i>Down at the Station</i> <i>Humpty Dumpty</i> <i>One, Two, Buckle My Shoe</i> <i>Wheels On the Bus</i> <i>This Little Piggy</i> <i>Frère Jacques</i> <i>Space Rhyme</i> <i>Dinosaur rhyme</i> <i>5 Cherry Buns</i>	<i>Hey, Diddle, Diddle</i> <i>Miss Polly Had a Dolly</i> <i>Wind the Bobbin Up</i> <i>Horsey, Horsey</i> <i>10 Green Bottles</i>	<i>Baa Baa Black Sheep</i> <i>Incy Wincy Spider</i> <i>Mary, Mary</i> <i>Ring-a-ring o'roses</i> <i>Round and Round the Garden</i> <i>It's Raining it's Pouring</i> <i>Five Little Ducks</i> <i>Rain Rain Go Away</i> <i>Old MacDonald</i> <i>Little Miss Muffet</i> <i>5 Little Speckled Frogs</i> <i>Hot Cross Buns</i>	<i>One, Two, Three, Four, Five</i> <i>A Sailor Went to Sea Row Row Row Your Boat</i> <i>I Have a Little Turtle</i> <i>A Sailor went to Sea</i>
Experiences/Trips		Walk to the post box Rhyme time challenge Christmas performance	Emergency service visitors Beep Beep Day Road Safety Walk	Walk to the library		Pirate Day Class assembly Trip to Cotswold Wildlife Park
In Reception at Bridlewood, we use the Development Matters curriculum guidance which outlines the broad progression of learning across the Early Years Foundation Stage. We use this as a guide to ensure children are meeting their developmental milestones. At our school, we build on this with our own curriculum. Our curriculum is enriched by carefully chosen themes, seasonal experiences and specific schemes of work that reflect our school's vision and values. This approach ensures children encounter a broad, balanced and connected curriculum this is both developmentally appropriate and unique to our setting. The following overview outlines the curriculum content for each term. This shows the key skills, knowledge and experiences we focus on to help children develop and prepare them for the next stage of their education.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language By the end of the Reception year children will be able to: Listen carefully and understand what is being said to them. Talk about what they know and explain their ideas. Join in conversations and take turns when speaking.	Children's communication and language skills are developed throughout the year through high quality interactions, daily group discussions, circle time sessions, PSHE Jigsaw time, stories, songs, rhymes, performances and, where appropriate, small group speech and language interventions.		Extend vocabulary, using connectives (e.g. because, so) and retelling stories with detail.		Sustain conversations, asking thoughtful questions and express opinions with confidence.	
	Develop attentive listening during stories and discussion. Using talk to organise play and explain ideas.					
Personal, Social and Emotional Development By the end of the Reception year children will be able to: Manage own feelings and behaviour and understand how others may feel. Do things independently and try new challenges. Play and work with others sharing and taking turns. Choose ways to be healthy and safe.	Build friendships, learning to follow routines with increasing independence and beginning to resolve conflicts with adult support.		Show resilience in challenges, taking turns in games and beginning to recognise others' feelings. Show good understanding of healthy habits.		Demonstrate self-confidence in new situations, manage emotions independently and prepare for transition into year 1.	
	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Physical Development By the end of the Reception year children will be able to:	Develop gross motor strength and control through climbing, running ball and ball skills. Build fine motor control through finger		Form recognisable letters with increasing control. Develop stamina and coordination through games experimenting with moving in different ways.		Confident use of tools for writing, cutting and constructing. Show good spatial awareness.	

Move with control and coordination. Use tools like scissors and pencils correctly.	strengthen exercises and the use of mark making tools.					
	First PE	Dance	Gymnastics	Multiskills	Tennis	Athletics
	Dough disco/Write dance/Squiggle while you wiggle	Dough disco/Write dance/Squiggle while you wiggle	Pencil control/ Handwriting	Pencil control/ Handwriting	Handwriting	Handwriting
	Pencil control/letter formation	Pencil control/letter formation				
Literacy By the end of the Reception year children will be able to: Say the sounds they have been taught and use them to read simple sentences and talk about what they have read. Write short sentences using taught letters/sounds that others can read. Write recognisable letters which are mostly correctly formed. Show understanding of what has been read by retelling stories and using recently learned words.	Recognise and write own name. Begin learning which letters represent sounds. Blend and segment simple CVC words.		Read and write simple captions.		Read short sentences fluently. Write sentences using phonetically plausible spellings.	
	Writing opportunities Name writing Labelling Secret messaging Phonics Little Wandle – Phase 2	Writing opportunities Lists Cards Invitations ‘I can see...’ sentence writing Phonics Little Wandle – Phase 2	Writing opportunities Recipes Posters Phonics Little Wandle – Phase 3	Writing opportunities Whole class big book making Instructions Phonics Little Wandle – Phase 3	Writing opportunities Book making Poems Phonics Little Wandle – Phase 4	Writing opportunities Letters Postcards Phonics Little Wandle – Phase 4
Mathematics By the end of the Reception year children will be able to: Have a deep understanding of numbers to 10, including the composition of each number. Subitise up to 5. Recall number bonds to 5 and some to 10. Count beyond 10 and spot patterns in the number system. Compare quantities up to 10. Explore patterns in numbers up to 10.	Develop strong number sense within 5. Subitise and compare groups.		Understand the composition of numbers within 10. Recall some number bonds up to 5.		Explore more complex number patterns, including doubling and grouping. Recall some number bonds up to 10.	
	Shape, Space and Measure Match, sort and compare Measure and pattern Number Subitise within 3 Count accurately within 5 Represent amounts using objects/fingers	Shape, Space and Measure Circles and triangles Shapes with 4 sides Number Subitise within 5 Count accurately within 10 Identify whole and parts Compare groups of up to 3 objects	Shape, Space and Measure Mass and capacity Number Explore patterns Counting to 20 Order numbers to 10 Explore how to make Equal and unequal amounts	Shape, Space and Measure Length, height and time Exploring 3D shapes and patterns Number Explore symmetrical patterns Counting beyond 20 Composition of odd and even numbers Use reasoning when comparing numbers	Shape, Space and Measure Exploring shape Number Identify when it is appropriate to subitise and when to count Counting from different numbers Composition of 10 Order sets of objects	Shape, Space and Measure Patterns, positional language and visualisation Number Consolidate: Subitising Counting, cardinality and ordinality Composition Comparison
Understanding the World By the end of the Reception year children will be able to: Talk about things which happened in the past. Talk about different people and cultures. Explore nature, animals and the changes that happen in the natural world.	Talk about own family, community and traditions. Explore seasonal changes.		Observe growth and change in plants and animals. Begin to understand maps and simple geographical features.		Talk about past, comparing old/new and explore different cultures and way of life.	
	Big Question Why do we laugh? Special celebrations explored Harvest Festival Diwali	Big Question Is the moon always the same shape? Special celebrations explored Christmas Hannukah	Big Question Why do some things float and some sink? Special celebrations explored Lunar New Year Easter	Big Question Why is the sky blue? Special celebrations explored Holi Ramadan Eid	Big Question Why do bees buzz?	Big Question Where does my shadow come from?
Expressive Arts and Design By the end of the Reception year children will be able to: Create using different tools, media and materials. Use imagination through play, stories, art, music or dance.	Use paint, collage and construction to express ideas. Engage in role play based on experiences.		Create imaginative storylines in play. Explore rhythm and melody in music.		Develop original creative ideas, combining media and techniques and perform confidently through drama, dance or music.	
	Focus Artist Piet Mondrian Music Timbre, beat, pitch contour. Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Focus Artist Joan Miro Music Call-and-response, pitch (la-so-mi-do), timbre. Beat, pitch (step/leap), timbre	Focus Artist Richard Long Music Active listening, beat, pitch (so-mi), vocal play Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Focus Artist Jackson Pollock Music Pitch contour rising and falling, classical music. Timbre, tempo, structure (call-and-response), active listening	Focus Artist Eric Carle Music Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments	Focus Artist Romero Britto Music Music in 3-time, beat, composing and playing. Beat, active listening, instrumental accompaniment.