

Reception Long-Term Plan – 2026-27

This is our long-term plan which breaks our year of learning into half-terms. We have six 'Umbrella Topics' for each half-term, but there are opportunities within these to follow children's interests.

We have 'Foundational Knowledge and Opportunities and Experiences' documents, which delve further into what children should be experiencing in provision and key knowledge that should be discretely taught, at different developmental stages. These can be found on our website!

We have used a range of Birth to 5, Development Matters and CUSP Foundations to develop our curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Umbrella Topic	Me and my Family (8 weeks)	Winter Wonders (7 weeks)	Once upon a time (6 weeks)	On the Farm (5 weeks)	Out and About (6 weeks)	On Safari (7 weeks)
Big Question	What makes me unique?	How does winter change the world around us?	What is different about modern and classic stories?	What grows on a farm?	What's around me in Solihull?	What is different to the animals in our country to other places in the world?
Launch and Land	Launch: Welcome to school life: how we keep you safe and happy in school. Land: Keeping our Guinea Pigs safe and happy in school.	Launch: Showcasing something that you and your family have celebrated Land: Showcasing the Nativity story and your first half-termly awards ceremony	Launch: Dress up as a character from a traditional tale Land: Use Puppet Pals to recreate your own tale	Launch: Visit to the shops to buy ingredients to make pancakes on Shrove Tuesday Land: Visit Hatton Country World to see a farm in action	Launch: Visit Brueton Park/Solihull High Street Land: Create a poster or leaflet to advertise the local area	Launch: Visit Safari Park to kick off topic Land: Showcase 'Zoo enclosures' to parents to complete topic.
Questions to support me to answer the 'big' question. Or Subject Specific Questions	History: What did I do this morning/yesterday/last week? Geography: Where do I live? Science: What are the parts of my body? What are my senses?	Science: What is the weather like in winter? How does it affect plants, animals, and people? Geography: What are the signs of winter in our local area?	History: how have buildings changed from traditional tales to what we live in now? Geography: Can we identify the human and physical features in traditional tales?	History: How have I changed over time? What can I do now that I couldn't do before? Geography: How does the weather help growth? Science: How do animals and plants change as they grow? What animals and creatures do I see around me?	Science: What is do I notice about the plants and trees in the area? What are buildings made from and why? History: Are all the buildings near school the same age? Geography: Where are the important places around me?	History/Geography: Where have I travelled to and from? Where have my family travelled to/from? (Add to map) How did they travel? What is the weather like in those places? Geography: Is the temperature the same all over the world? How do we



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CUSP <i>'Structured Stories'</i> to support teaching		History: How did people keep warm in the past compared to now?	Science: What plants are around me and in books? What do plants need to grow?		What features have been made by people and not made by people?	know? Which animals live in hot/cold places? Why can't all animals live anywhere in the world? Science: What materials would we use to offer shelter to animals living in different temperatures? How do they stay cool in the summer?
	Same but Different What Makes me Me Pumpkin Soup I'm (almost) always Kind Standing up to Racism	The Dark Celebrations around the World Shu-Lin Grandpa	The Gingerbread Man The Wonder Winne the Pooh Each Peach Pear Plum	Chicken Clicking Mr Noah's Garden Mr Wolf's Pancakes Tad	Martha Maps it Out Clean Up Bear Shaped William Bee's Wonderful World of things that Go	Luna loves Art Story Orchestra: Carnival of Animals Anansi and the Spider It's a no money day (link to Charity Week)
	➤ Teach classroom rules and routines ➤ How to interact with others – children and adults ➤ Teach different emotions – names, what they look/present like	➤ How to share and negotiate when playing with others ➤ How to care for others	➤ How to regulate emotions in different situations ➤ Teach how specific behaviour have consequences (<i>in-line with school's policy</i>)	➤ How to manage their own needs e.g. personal hygiene, displaying independence, persevering with tasks. ➤ Teach compassion and how to comfort peers who may be upset	➤ How to resolve conflicts with other peers ➤ How to identify things that we are good at and talk about this	➤ Being able to know right from wrong ➤ Teach routines that prepare the children to move into Year 1
Personal Social Emotional Development at St. Alphege	Being me in my world- Jigsaw <u>Making relationships</u> - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play - Uses their experiences of adult behaviours to guide their social relationships and interactions <u>Sense of Self</u>	Celebrating differences - Jigsaw <u>Making relationships</u> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it	Dreams and goals - Jigsaw <u>Making relationships</u> - Is increasingly flexible and cooperative as they are able to understand other people's needs, wants and behaviours <u>Sense of Self</u> - Recognises that they belong to different communities and social	Healthy me - Jigsaw <u>Making relationships</u> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <u>Sense of self</u>	Relationships - Jigsaw <u>Making relationships</u> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <u>Sense of Self</u>	Changing me - Jigsaw <u>Building relationships ELG</u> Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <u>Managing self ELG</u>



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	• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Enjoys a sense of belonging through being involved in daily tasks Understanding Emotions • following rules and routines • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Manage their own needs. - Personal hygiene	• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <u>Sense of Self</u> • Enjoys a sense of belonging through being involved in daily tasks • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Manage their own needs. - Personal hygiene	groups and communicates freely about own home and community • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Identify and moderate their own feelings socially and emotionally. • Show resilience and perseverance in the face of challenge • Manage their own needs e.g personal hygiene	• Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Understand their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Manage their own needs. - Personal hygiene • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.	• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms <u>Understanding Emotions</u> • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise • Understand their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Think about the perspectives of others.	• Explain the reasons for rules, know right from wrong and try to behave accordingly • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <u>Self Regulation ELG</u> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
Key Knowledge being taught in Communication & Language	➤ How to listen in a small group, building up to class size ➤ New vocabulary and its meaning ➤ Listen to stories	➤ How to listen in a class group ➤ Speak in full sentences ➤ What the difference is between fiction/non-fiction	➤ Listening and retaining knowledge about familiar stories/ events that have happened ➤ Using new vocabulary throughout the day ➤ Using connectives to orally join sentences together	➤ Using new vocabulary in context ➤ What a is poem/ rhyme/ song ➤ A repertoire of rhymes, poems, songs	➤ How to retell a story ➤ Use vocabulary to describe what is happening in fiction/non-fiction texts ➤	➤ How to retell a story and be able to explain finer details



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Communication & Language at St. Alphege	•Engage in story times •Understand how to listen carefully and why listening is important •Learn new vocabulary •Listen carefully to rhymes and songs, paying attention to how they sound •Engage in non-fiction books.	•Engage in story times •Develop social phrases. •Learn new vocabulary. •Ask questions to find out more and to check they understand what has been said to them. • Listen carefully to rhymes and songs, paying attention to how they sound •Engage in non-fiction books. •Articulate their ideas and thoughts in well-formed sentences	•Listen to and talk about stories to build familiarity and understanding. •Learn new vocabulary. •Use new vocabulary throughout the day. •Connect one idea or action to another using a range of connectives. •Describe events in some detail. • Learn rhymes, poems and songs. • Listen carefully to rhymes and songs, paying attention to how they sound •Engage in non-fiction books.	•Listen to and talk about stories to build familiarity and understanding. •Use new vocabulary in different contexts. •Learn new vocabulary. •Use talk to help work out problems and organise thinking and activities. •Explain how things work and why they might happen • Learn rhymes, poems and songs. •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	•Listen to and talk about stories to build familiarity and understanding. •Use new vocabulary in different contexts. •Learn new vocabulary. •Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	•Listen to and talk about stories to build familiarity and understanding. •Use new vocabulary in different contexts. •Learn new vocabulary. •Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Key Knowledge being taught in Physical Development	➢ How to hold a pencil in the tripod grip ➢ How to sit correctly when mark-making	➢ How to use apparatus e.g. scissors to cut, fork and knife to cut food, paintbrush held correctly	➢ How to move in a variety of ways e.g. how to skip, jump, dancing, hopping, skipping, climbing etc	➢ How to form letters correctly – how to hold a pencil, where to start the letter, how to form the letter, where to end the letter	➢ Ensuring children know that their written and drawn pieces of work are presented with accuracy and what a good model looks like	➢ Positions for writing fluently e.g. sitting with their feet on the floor and back touching their chair, holding the pencil in a tripod grip, wrist action etc.
Physical Development at St. Alphege	• Children to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Hold a pencil to make marks	•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Hold a pencil to make anticlockwise movements and retrace vertical lines	•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Hold a pencil with increasing control, showing	•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Hold a pencil to form recognisable letters independently.	•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	•Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing,



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Maths Key Knowledge being taught in Maths		showing a preference for a dominant hand.	a preference for a dominant hand.		• Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.	hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery.
	We follow the White Rose programme					
	➤ What subitising is ➤ Counting accurately ➤ Matching a numeral to a set ➤ Key vocabulary for mass and capacity ➤ How to create a repeated pattern	➤ Different ways to subitise ➤ What numbers make 5 (visual representations as well as numerical) ➤ What a 'double' is ➤ What equal/unequal means ➤ Ordering numbers to 10	➤ Ordering numbers beyond 10 ➤ What cardinality means ➤ What ordinality means ➤ What compare means (mass/capacity)	➤ Count beyond 20 – not just reciting, but physically counting groups larger than 20. ➤ How to use different apparatus for different representations ➤ What 3D means ➤ Number and more complex visual patterns	➤ Generalising 1 more, 1 less than ➤ To know the difference between numbers within 10 ➤ Use spatial reasoning and awareness to manipulate shapes/amounts etc.	➤ To know that to compose means putting a number together using its parts. ➤ To know that to decompose means to break down a numbers into parts.
Maths at St. Alphege	Baseline <u>Number</u> • Subitise different arrangements • Develop counting skills and knowledge • Compare sets of objects by matching <u>Measure, space and spatial thinking</u> • Use vocabulary to compare size, mass and capacity • Exploring pattern	<u>Number</u> • Continue to develop their subitising skills for numbers within and beyond 5. • Begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns. • Focus on equal and unequal groups when comparing numbers. • Understand that two equal groups can be called a 'double' and connect this to finger patterns.	<u>Number</u> • Develop their understanding of the counting sequence and link cardinality and ordinality • Ordering numbers join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. <u>Measure, space and spatial thinking</u> • Compare mass and capacity	<u>Number</u> • Develop their counting skills, counting larger sets as well as counting • Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. • Compare quantities and numbers, including sets of objects which have different attributes.	<u>Number</u> • Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. • Begin to generalise about 'one more than' and 'one less than' numbers within 10. <u>Measure, space and spatial thinking</u> • Spatial reasoning • Compose and decompose • Spatial reasoning	<u>Number</u> • Continue to identify when sets can be subitised and when counting is necessary. • Develop conceptual subitising skills <u>Measure, space and spatial thinking</u> • spatial reasoning • visualise and build • spatial reasoning • mapping



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Key Knowledge being taught in Literacy	Phonics	- Sort odd and even numbers according to their 'shape'. <u>Measure, space and spatial thinking</u> - Circles and triangles - Positional language - Shapes with 4 sides - Time – before/next	- Length and height - time	<u>Measure, space and spatial thinking</u> 3D shapes - Exploring more complex patterns Consolidation		
	We follow the Little Wandle Early Reading/Phonics Programme					
	- How to copy the letters in their name - To recognise some graphemes - GPC correspondence aligned with Little Wandle	- How to write their name using Phonic knowledge or memory - What a label is and how to do this - GPC correspondence aligned with Little Wandle	- Use phonic knowledge to write words - Blending sounds into words, reading and writing - How the alphabet corresponds with phonics - GPC correspondence aligned with Little Wandle	- What a sentence is - What a description is - Using adjectives (describing words) to describe an animal - What a recount is - GPC correspondence aligned with Little Wandle	- What a sentence includes e.g. finger spaces, full stops etc. - Using phonic knowledge write words and to create a sentence - GPC correspondence aligned with Little Wandle	- What a sentence includes e.g. finger spaces, full stops etc. - Reading work back for accuracy - GPC correspondence aligned with Little Wandle
Literacy at St. Alphege	<i>Examples of how this could translate into focus activities:</i> -Drawing a picture of their family and labelling (if possible) - Name writing -Choosing mark-making for pleasure - Sometimes gives meaning to their drawings and paintings - Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	<i>Examples of how this could translate into focus activities:</i> -Segmenting sounds into CVC words with taught sounds -Label pictures of Winter Scenes -Create and write cards for Christmas - Gives meaning to the marks they make as they draw, write, paint and type using a	<i>Examples of how this could translate into focus activities:</i> -Write a shopping list of ingredients to make a Gingerbread Man -Make a story map for another chosen traditional tale - Begins creating texts to communicate meaning for an increasingly wide range of purposes - Blend sounds into words, so that they can read short	<i>Examples of how this could translate into focus activities:</i> -Write a simple description of a farm animal -Write simple sentences about the trip to the farm - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences - Blend sounds into words, so that they can read short	<i>Examples of how this could translate into focus activities:</i> -Label a created map with further accuracy - Create a poster or leaflet to advertise the local area - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	<i>Examples of how this could translate into focus activities:</i> -Write facts about chosen animal in Zoo Enclosure -Write about what you are looking forward to in Y1, and what has been your favourite memory in Reception - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and



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Key Knowledge being taught in Understanding the World	- Includes mark making and early writing in their play - Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes - Begins to make letter-type shapes to represent the initial sound of their name and other	keyboard or touch-screen technology - Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes - Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together - Read individual letters by saying the sounds for them. - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	words made up of known letter-sound correspondences. - Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences - Read a few common exception words matched to the school's phonic programme.	words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme.	- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others. - Read some letter groups that each represent one sound and say sounds for them.	representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.
	➤ Identifying body parts, noticing things that are the same and different compared to peers ➤ Knowing about the 5 senses and the body parts that are used ➤ Identifying key events of the day, significant events in their life ➤ Knowing key staff/places in school e.g. indoor/outdoor classroom, playground, where they eat lunch.	➤ Learn about physical and human features of the environment. ➤ Key features of winter and how they differ from autumn ➤ How animals adapt to cold weather (hibernation, migration, growing thicker fur) ➤ The effects of frost, ice, and snow on the environment ➤ How daylight changes during winter ➤ Comparing winter in the UK with winter in other	➤ The names of Traditional Tales and the characters in these. ➤ Where we live/got to school and key places in the local area. ➤ What season are we in now, and how this has impacted our environment.	➤ Being able to name different environments e.g. school, park, farm etc. ➤ Key features of Spring ➤ What happens when seasons change	➤ How to draw a simple map ➤ Vocabulary to describe the weather ➤ How to keep healthy ➤ What season we are in now ➤ What happens when seasons change ➤ Who St. Alphege is	➤ What a globe is ➤ Where our country is ➤ That different environments have different weather conditions to where we live ➤ Names of different animals



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Understanding the World at St. Alphege's		climates (polar vs. temperate regions) ➤ Why Christmas is important for Christians				
	Significant figures of focus • Mrs Goddard • Mrs Monksfield Community links • Learning names of key people in school. • Harvest festival/food banks – supporting community The Natural World • Identifying body parts, noticing things that are the same and different compared to peers • Sequencing growth of a human • knowing about the 5 senses and the body parts that are used • Identifying UK nocturnal animals. Past and Present • Key events of the day • Key events in children's lives. • Visual timetable • What happened this morning/last night	Significant figures of focus • Mr Smith • Mr Lawson Community links • First visit to the church. • Begin to attend Celebration Collective Worship • Perform the Nativity for parents/school The Natural World • What is happening to our trees and plants? • How do they look/feel/smell? • Caring for animals on bonfire night. • What do animals do when they are cold? Past and Present • How I celebrate • How did we celebrate ____ achievements last week? Whose achievements are we celebrating this week? • How my parents and grandparents	Significant figures of focus • Father Nick • 'Open the Book' Team Community links • What is near/far from my classroom? • Where would I find Mr Smith? Mrs Lawson? Y1? Etc. • How do I get to church? • What do I see on my way to church? • How would I get to a shop? Is this the only school near me? • What do I see on the way to school? • How is my school different to church? Why are they different? • How do people get to where they need to go in Solihull? • What transport/buildings do we see in the local area? • Creating and using maps/atlasses/google Earth	Significant figures of focus ool cook Manager Community links • Who looks after our school? • What happens in the Early Years Garden? • What can we do to help? The Natural World • Walks around the school grounds and local area looking for weather patterns. • Daily use of weather chart adding to a pictogram to show weather patterns. Past and Present • Request pictures from home showing children at different ages e.g. baby, toddler, preschooler to show how they have changed over time. (Add to the History timeline.) People, culture, and communities	Significant figures of focus • Local Nurse • Shop keepers • Librarian at Solihull Library Community links • Who is significant to me? • How do significant people help me to stay safe and healthy? • Where would I find the significant people in Solihull? • How do significant people help me? The Natural World • Local walk to see what has grown and changed • What's happening in the Early Years Garden? • Continue to add to daily use of weather chart How are the guinea pigs able to access the outdoors in warmer weather? Past and Present	Significant figures of focus • Grandparents • Parents • A Local Artist/Musician (where has their art originated from?) Community links • Who do I know who has lived in different places? • Local artists and artworks-what was their inspiration? (<i>Sue Guthrie</i>) The Natural World • What is happening outside now the weather is getting warmer? • What is happening in the Early Years Garden? Past and Present • What was the schools of St Alphege like when my parents/ grandparents lived here? People, culture, and communities



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Key Knowledge being taught in Expressive Art and Design	People, culture, and communities - Differences/similarities between children and friends - Drawing themselves home/family/key rooms in a house. - Relating respect for home with respect for school. Tidying up/identifying and using key areas in the classroom - Knowing key staff/places in school e.g. indoor/outdoor classroom, playground, where they eat lunch.	celebrated People, culture, and communities - Customs and traditions at home/ - Bonfire night - FSAS Christmas Fayre - Christmas story: how we celebrate and the importance to Christians.	- Visit church/ visit Library The Natural World - What has changed since we were last at school? - What do we need to wear during this season? - What impact has winter had on our environment? Past and Present. - Creating maps of school/local area - Identifying uses of different rooms in my home/at school. - Identifying the jobs people do at home/school/the local community. People, culture, and communities - Lunar New Year celebrations. How it is celebrated/traditions.	- Easter story-how we celebrate and the importance to Christians. - Mother's Day - Easter celebrations	- History: Who was significant to my family? - Do people in my family celebrate Eid or other festivals? People, culture, and communities - St Alphege Day celebrations and federation service	- Understanding and identifying places locally that are near and far. Sharing and comparing holidays and travel experiences. - Where is _____? Locating it on a globe/map. How would we get there? Is it near or far?
	➤ What happens when you mix colours ➤ What implements you use when painting	➤ How to create pictures for a purpose ➤ How to move to music ➤ How to work alongside peers	➤ How to create props to retell a Traditional Tale ➤ A range of instruments names	➤ How instruments can be used to add to a narrative	➤ How to use new resources such as rulers, masking tape to create straight lines	➤ How to use specific materials and resources to create a final piece of artwork



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Expressive Arts and Design at St. Alphege's	➤ How to join materials together ➤ How to use implements to create lines to enclose a space	- engaged in the same theme ➤ The Nativity Story	- and the sounds they make ➤ How to work with children collaboratively in creating a 'product'	➤ How to develop independent ideas for a 'product' ➤ How to express opinions on art or media	➤ How to refer to a fiction/non-fiction text to inspire art work	- relating to zoo enclosures. ➤ Performance techniques e.g. projecting voice loudly, singing in time to the music, specific dance moves
	- Family and self-portraits. - Use natural materials to create a self-portraits. - Use different materials to create a family portrait. - Music session per week. • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer	- Create winter landscape paintings using cool colour palettes - Experiments with colour and materials - Music session per week • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose • Begins to build a collection of songs and dances • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme	-Recount narratives -Make props to support story telling. - Music session per week • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Sing a range of well-known nursery rhymes and songs	-Make props to support story telling relating to farm animals -Recount narratives. - Music session per week. • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds likes elephants, that sculpture is squishy like this [child	-Create maps -Create objects from their environment - Use tools safely and effectively - Music session per week. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts	- Create animal habitats using junk materials. -Create animal masks. - Music session per week. • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative Invent, adapt and recount narratives and stories with peers and their teacher;



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		Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative		physically demonstrates], that pipe cleaner looks like a mouth Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative		Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
	Focus Skills Drawing: Self portrait Self-Portrait Art – Van Gogh	Focus Skills Clay: Diva pots/vase Sculpture 3D work Natural Art Decs Trees Collage Andy Goldsworthy	Focus Skills Observational drawing/Painting Cityscape/Lowry - Church	Focus Skills DT focus: Cooking and Nutrition Glynn Purnell	Focus Skills – Textiles Create St Alphege flag to fit around a flagpole	Focus Skills Printing: Print African Art techniques animal patterns/texture/shape
	Drawing/painting/colour - Explores a range of media such as wax and pencil crayon, chalks and finger paints to make marks on paper. - Selects a range of surfaces to make marks on e.g. plain paper, sugar paper, coloured paper, chalk boards, white boards, covered tabletops. - Begins to develop an understanding of using lines to enclose a space. - Paints shapes and fills them in. - Explores and selects colours. - Explores natural resources to sort and arrange into	Sculpture - Uses a variety of natural materials for sculpting, e.g. clay, sticks, twigs - experiment with a variety of techniques, e.g. rolling, cutting, pinching; - Uses tools to add lines and texture to clay. - use key vocabulary: sculpture, model, work, 3D, work of art, shapes, materials, - Begins to investigate ways to join materials for a purpose - Uses various construction materials e.g., joining pieces, stacking vertically and	Drawing/Painting - Notices and describes details of objects observed and attempts to represent them in drawings and paintings. - Begins to name the primary colours - Experiments with different sized brushes (including brushstrokes) and other painting tools. - Produces lines of different thickness and tone when using a pencil/paintbrush/crayon/ pastel.	Cooking and Nutrition - Select tools to mix, cut, whisk, stir and measure ingredients. - Select ingredients to create an outcome. - Evaluate end outcome of food produced - Cooking and Nutrition - Understand the basic principles of a healthy diet. - Begin to understand where food comes from.	Weaving - Begins to develop the skill of weaving materials in and out of looms found in learning and environments e.g. fences, railings, trellis etc - Selects materials to use for weaving e.g. paper, fabric, string, natural fibres. - Notices patterns and textures created by the use of different materials and colours. - Develops own ideas for weaving based on observations, experiences and own imagination. - Uses the vocabulary of weaving: loom, fabric,	Printing - Experiments with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. - Notices patterns in the environment, in pictures, paintings and photographs. - copies an original print; - Explores and uses a variety of materials, e.g. sponges, fruit, blocks; - Experiments with techniques. rolling, pressing, stamping and rubbing; - Begins to create own prints based on observations,



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	simple shapes and patterns. - Begins to explore texture by mixing materials; - Become familiar with key vocabulary to: collage, cut, place, arrange.	horizontally, balancing, making enclosures and creating spaces	- Paints/draws a range of shapes and fills them. - Experiments with mixing primary colours to make secondary colours; - Is becoming familiar with key vocabulary primary colours, thick, thin, paintbrush brushstrokes, paint.		woven, alternate, over, under, decoration, decorative,	experiences and imagination. Begins to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking,
Music half-termly breakdown	Learn and sing simple Nursery Rhymes. Use untuned instruments to accompany the Nursery Rhymes. Explore pulse and high and low sounds using voices and glockenspiels. Find the rhythm and copy clap the rhythm of names.	Learn and sing simple Nursery Rhymes/songs. Find the pulse, copy clap the rhythm of small phrases from songs. Explore high and low pitch in songs. In addition: Learn a set of songs to perform in The Nativity. Learn actions to go with the songs. Practice for a final performance to an audience.	Learn and sing simple Nursery Rhymes/songs. Invent ways to find the pulse. Copy clap the rhythm of phrases from songs. Explore high and low pitch in songs. Using the starting note explore melodic patterns using one or two notes.	Learn and sing simple Nursery Rhymes/songs. Find the pulse and show others your ideas. Copy clap the rhythm of phrases from songs. Explore high and low pitch using the images from the songs. Using the starting note explore melodic patterns using one or two notes.	Find a funky pulse. Copy clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases of the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.	Sing songs learnt previously. Consolidate learning and contextualise the history of music. Revise pulse, rhythm, and pitch work. Revise instrument work.
Technology half-termly breakdown	Using technology- explore different types of technology and representations of technology (e.g. in the domestic role play) in the class. E.g. How does the washing machine work?	Using technology- explore and discuss the different types of technology around the school and in our homes. E.g. How do we get the Christmas songs working in the hall for the nativity?	Using a computer-use simple computer programs to draw and record. How can I change the colour? How can I record what I created?	All about instructions- understand what instruction are for and how we give instructions to each other, when do we need to follow instructions? Are all instructions the same? Learn what algorithm means.	Programming Beebots/using algorithms- instruct the Beebots to go forwards and backwards. How can I make it change direction? How can I make it stop here? How can I sequence my instructions?	Introduction to data- Create a pictogram of the colour of cars that pass by school in 1 minute. Use simple programs on a computer to collect and display data - What is my favourite food?



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					What do I need to tell it to do first? Etc.	Where have I been on holiday?
	In the Foundational Knowledge & Opportunities & Experiences there is a breakdown of specific vocabulary that must be taught across the year. There are also examples of how this could look in specific and wider provision, as well as ‘Thinking Hard’ questions for each developmental stage. Please find these documents on our website.					