




Long term plan Reception 2025 – 2026

Autumn	Spring	Summer
<p><u>MONSTERS and ME</u> (Monster themed café role play)</p>  <p>En: Instructions – spider sandwich, gruffalo crumble, messy area, factual writing – monstrous beings</p> <p>Book list (for writing and reading areas/story time): Spider sandwiches, The bog baby, Monster mess, Creepy monsters sleepy monsters, The colour monster, The Gruffalo, Where the Wild Things Are, ten little monsters (maths link). Letter – Dear Santa... See separate spine and Talk through stories.</p> <p>Ma: Place value to 5, sorting, comparing, time – follow White rose maths termly.</p> <p>Sc: Plants, including humans, seasonal changes, habitats of monsters, Monster melting, exploding, slime etc (changing state). Identifying and classifying. How do I care for a baby plant? (growing plants and planting them)</p> <p>What plants can I grow at home and school? (research) (growing radishes in the veg patch). (Identifying and classifying). Identifying animals as you encounter them in stories, in the wild, in non-fiction books, through the news etc. (Identifying and classifying) Trip to Heaton Woods and Sean's pond.</p>	<p><u>BEAR'S BIG ADVENTURE</u> (Bear cave role play)</p>  <p>En: Making Marks in T1a. Descriptions of bears. Writing letters to Paddington/different story bears.</p> <p>Book list (for writing and reading areas/story time): Hands off my honey!, Bear snores on, Biscuit bear, The Cave, We're going on a bear hunt, Brown bear, brown bear what do you see?, The bear who stared, Paddington, One bear at a bedtime (maths link). See separate spine and Talk through stories.</p> <p>Ma: Place value to 10, 1 more, 1 less, represent 0 – follow White rose maths termly.</p> <p>Sc: Observe, describe & compare species of bears. Experiments – gummy bears, hibernating bears, how does a bear stay warm? Bears healthy diet – marmalade sandwiches only? Where do bears live? (living things and environment, concern for living things and environment). Can we have a pet bear? (comparing Heaton to other environments; how to keep safe). Do all bears look the same? (similarities and differences) Should bears just eat marmalade sandwiches for a healthy diet? (healthy diet)</p>	<p><u>ALL CREATURES GREAT & SMALL</u> (Minibeast garden/farm shop role play)</p>  <p>En: Letter and story writing. Non-fiction fact leaflets. Labels, posters for environment.</p> <p>Book list (for writing and reading areas/story time): What the ladybird heard, Pig's egg, A squash and a squeeze, The ant and the grasshopper, Commotion in the ocean, Farmer Duck, Rainbow fish, Tadpoles promise, Super worm, The very greedy bee, Norman the slug, Ten little lovebugs.</p> <p>See separate spine and Talk through stories.</p> <p>Ma: Patterns, counting on and back, place value to 20, measures – White rose maths termly.</p> <p>Sc: How do I care for a baby animal, plant and human? (hatching eggs) Animals, similarities & differences. Mini beast hunt, Life cycles.</p> <p>G: Making maps, globes, plans, locational/directional language. Habitats (jungle, rainforest, plains etc), compare weather. Sort & classify animal types.</p>

<p>G: Locational Knowledge: School key terms, church, park, home, school – Where do I live? Draw map of school and key landmarks nearby.</p> <p>H: Who lives in your family? What can you do now that you couldn't as a baby? Special memories – Who lives in your family?</p> <p>DT: Cooking –</p> <p>Create a yummy monster snack/Home competition for monster cake or biscuits.</p> <p>Gruffalo crumble.</p> <p>Use hammers safety – pumpkins, golf tees, nails and wood.</p> <p>Finger gym provision as skills for life (weekly).</p> <p>Art: Make simple rubbings, Create patterns using natural objects. Use simple symmetry in print. Begin to use a variety of simple drawing tools. Use drawing to tell a story. Learn the names of primary colours.</p> <p>Learn the names of tools used to create colour – brush, palette, water pot etc.</p> <p>Experiment informally with colour mixing. Handling, manipulating, cutting, gluing and enjoying using materials. Review what they and others have done and say what they think and feel about it.</p> <p>MU: Sing echo songs and perform movements to a beat.</p> <p>Explore body percussion. Discuss rhythm and pulse.</p>	<p>G: Location: school & home. Where in the world do different bears live? E.g Grizzly, polar, koala etc.</p> <p>H: Personal history. Old and new teddy bears. Memory box. Black and white photographs of Bradford.</p> <p>DT: Make a sandwich for a bear.</p> <p>Using cutlery, spreading, changing matter.</p> <p>Teddy bears picnic.</p> <p>Making a scarf for a teddy. Running stitch.</p> <p>Art: Collage different textures, brown, grizzly, artic bears. Pencil pressure (thick and thin), printing, playdough and clay. Use a range of tools to make coloured marks on paper, Surface printing using a variety of natural and manmade objects. Create repeating patterns using natural objects. Manipulating materials – shape and model with playdough and clay with more accuracy.</p> <p>Mu: Use voice to create loud and soft sounds. Hold and play and instruments – boomwhackers</p> <p>Listen and respond to music.</p> <p>Charanga: Big bear funk + Everyone</p> <p>P.E: Running, finding space.</p> <p>Jumping. Using equipment –rackets.</p> <p>Co: using a camera.</p> <p>Receive and give instructions.</p> <p>R.E: F6 Which stories are special and why?</p> <p>F3 Salvation (Easter)</p> <p>PSHE: Self regulations</p> <p>Feelings</p>	<p>H: Personal event timeline and memory box recap.</p> <p>DT: Animal sculptures, cooking using farm produce.</p> <p><u>Make do and mend!</u></p> <p>Explore a range of materials.</p> <p>Manipulate fabric to go over and under.</p> <p>Use different materials to create a pattern with glue, staples, split pins, paper clips etc.</p> <p>Bug hotel</p> <p>Art: Printing, junk model farms, sea creatures, Henri Rousseau animal painting, weaving and wax resist, line portraits. Experiment with line by creating self-portraits. Understand that different media can be combined to create new effects – wax resist, drawing on photographs. Simple weaving using paper. Outdoor weaving using ribbon. Constructing and building using recycled materials – boxes, wire, paper, bottles etc. Talk about what they might change in their current work or develop in their future work.</p> <p>Mu: Sing to create moods.</p> <p>Rehearse and perform ready for class assembly.</p> <p>Express feelings through music.</p> <p>CHARANAGA UNIT – Our world – children will learn and perform a song from around the world. Reflect, rewind, Replay</p>
---	--	---

<p>Explore different sounds that instruments make.</p> <p>Develop vocal to prepare for nativity performance.</p> <p>Create sounds with instruments.</p> <p>Charanga unit: Me - My stories</p> <p>P.E: running and stopping.</p> <p>Turn taking. Introducing team work in pairs.</p> <p>Co: Identify parts of a computer</p> <p>R.E:</p> <p>F4 Being special</p> <p>F2 Incarnation (Christmas)</p> <p>PSHE: Special relationships</p> <p>Special people</p> <p>I am unique</p> <p>Similarities and differences</p> <p>Taking on challenges</p> <p>Why do we have rules</p> <p>Builders towers</p> <p>Team races</p> <p>(Picture News & My Happy Mind)</p> <p>EVENT - Monster ball/Monster mash dance!</p> <p>Forest school - Heaton Woods</p>	<p>Coping strategies</p> <p>Emotional adjectives</p> <p>Facial expressions</p> <p>My family and friends</p> <p>Festivals</p> <p>Sharing</p> <p>What makes a good friend</p> <p>Being a good friend</p> <p>Chinese New Year, St Patricks day and Holi</p> <p>(Picture News & My Happy Mind)</p> <p>EVENT - Teddy bears picnic</p> <p>Bake sale</p> <p>TRIP - Hesketh Farm Trip</p>	<p>P.E: Sports day. Athletics.moving at different speeds</p> <p>Co: sort and categorise data.</p> <p>Where do animals live?</p> <p>R.E: F5 Which places are special and why?</p> <p>F1 Creation, How can we care for our wonderful world?</p> <p>PSHE: What is exercise</p> <p>Being a safe pedestrian</p> <p>Eating healthy.</p> <p>(Picture News & My Happy Mind)</p> <p>EVENT - Ugly bug ball!</p> <p>Caterpillars/butterflies to hatch?</p> <p>DUCKLINGS</p> <p>TRIP -</p> <p>Zoo lab</p>
--	---	---

50 greatest people

Term	Autumn	Spring	Summer
Person	Rosa Parks (we are all different/special/unique)	Kandinsky (artist) Bear Grylls	Henri Rousseau Jane Goodall (or any female conservationist)