





Langley Mill Church of England Infant School and Nursery – Reception Long Term Plan 2025-26

	Autumn 1 (8wks)		Autumn 2 (7wks)		Spring 3 (6wks)		Spring 4 (6wks)		Summer 5 (5wks)		Summer 6 (7wks)	
Topics	Marvellous Me		Fantastic Festivals		Terrific Transport		Smashing Spring		Magnificent Minibeasts		Super Safari	
Immersion	Talent Show		Christmas train Celebrate a festival		Make a junk model mode of transport		Hatching Chicks		Minibeast lifecycle in real life		Meet a vet	
Additional Event(s)	International Day of Democracy – 15.9.25 Recycling Week W/C 22.9.25 Autumn Equinox – 22.9.25		Bonfire Night - 5.11.25 Remembrance Day - 11.11.25 Anti-Bullying Week – WC 10.11.25 inc. Odd Socks Day 10.11.25 Children In Need - 14.11.25 Winter Solstice - 21.12.25		NSPCC Number Day – 6.2.26 Safer Internet Day - 10.2.26		Shrove Tuesday – 17.2.26 Ash Wednesday - 18.2.26 World Book Day - 5.3.26 British Science Week – 7-16 th March 26 Mother’s Day - 15.3.26 Spring Equinox - 20.3.26.		ACES Day - 6.5.26 IDAHOBIT - 17.5.26		Healthy Eating Week – W/C 8.6.26 Father’s Day – 21.6.26 Summer Solstice - 21.6.26	
Parent Partnership	Parent consultations Harvest Festival		Christmas Concert				Parent consultations Easter Concert - Mother’s day event				Written report Leavers’ Concert Fathers Day Event	
Reading / Book Event(s)	Roald Dahl Day - 13.9.25 National Poetry Day - 2.10.25 National Libraries Week – WC 6.10.25		National Non-Fiction November (Bonfire Night, Remembrance, Winter, Christmas)		Winnie the Pooh Day - 18.1.26 Nat. Storytelling Week – WC 1.2.26 Int. Book Giving Day - 14.2.26		Tell a Fairy Tale Day - 26.2.26. World Book Day - 5.3.26 World Storytelling Day - 20.3.26 Int. Children’s Book Day - 2.4.26		National Share a Story month – May 2025		Summer Reading Challenge	
Key Texts	<div>1. Head, shoulders, knees and toes</div> <div>2. 1 finger, 1 thumb.</div> <div>3. If you’re happy & you know it.</div> <div>4. I’ve got a body</div> <div>5. The finger family</div> <div>6. 5 little ducks</div> <div>7.I love you, you love me</div>	<div>1. I like myself</div> <div>2. Be who you are</div> <div>3. Boris’s Body</div> <div>4. See hear smell touch taste</div> <div>5. Goose and duck find a pumpkin</div> <div>6. Kindness makes us stronger</div> <div>7. Love makes a family</div> <div>Our button family – A&D</div> <div>in every house on every street</div> <div>Shine</div> <div>Owl babies</div> <div>You choose</div>	<div>1. Here we go round the mulberry bush</div> <div>2. Miss Polly</div> <div>3. Superhero song</div> <div>4. 5 little fireman</div> <div>5. when santa got stuck up the chimney</div> <div>6. Twinkle, Twinkle Christmas star</div> <div>7. Jingle Bells (plus extra xmas songs for play).</div>	<div>1. Peppa’s Diwali</div> <div>2. Remember, remember the 5th of November</div> <div>3. The big little festival</div> <div>4. Kippers birthday</div> <div>5. Dream snow</div> <div>6. Dear Santa</div> <div>8. The nativity</div>	<div>1. Wheels on the bus</div> <div>2. Driving in my car</div> <div>3. Riding along on a big red tractor</div> <div>4. The journey home from Grandpa’s</div> <div>5. We all go travelling by</div> <div>6. Down at the Station</div>	<div>1. Car Car Truck jeep</div> <div>2. Ambulance, ambulance (Visitor)</div> <div>3. Things that go</div> <div>4. Whatever next</div> <div>5. You cant take an elephant on a bus</div> <div>6. Mr Gumpy’s car ride</div>	<div>1. Dinosaurs go STOMP</div> <div>2. I can sing a rainbow</div> <div>3. Baa Baa Black Sheep</div> <div>4. Dingle Dangle Scarecrow</div> <div>5.Old McDonald</div> <div>6. Chick, chick, chick, chicken.</div>	<div>1. Hello Friend</div> <div>2. Jaspers</div> <div>3. beanstalk OR the tiny seed</div> <div>4. Planting a rainbow</div> <div>5. Billy goats gruff</div> <div>6. How does an egg hatch?</div> <div>6. Easter story</div> <div>Growing poems – grow a sunflower</div> <div>the enormous watermelon</div> <div>Non-fiction chick book</div> <div>UTW</div>	<div>1. 5 little frogs</div> <div>2. There’s a tiny caterpillar</div> <div>3. I’m a little lady bug</div> <div>4. Incy wincy spider</div> <div>5. Wiggly worm at the bottom of the garden</div>	<div>1. Errols garden</div> <div>2. Ol Frog</div> <div>3. The bad- tempered ladybird & the very busy spider</div> <div>4. Superworm</div> <div>5. We’re going on a bug hunt.</div> <div>The visitors – A&C & English</div> <div>All through the night</div>	<div>1. The Sun has got his hat on</div> <div>2. We’re going to the zoo</div> <div>3. The animal fayre</div> <div>4. The animals went in two by two</div> <div>5. 1,2,3,4,5 once I cuaght a fish alive</div> <div>6. 5 little monkeys</div> <div>7. Summer Holidays</div>	<div>1. Summer</div> <div>2. Poo in the zoo</div> <div>3. Dear Zoo</div> <div>4. Giraffes Cant dance</div> <div>5. Rumble in the jungle</div> <div>6. We’re going on a lion hunt</div> <div>7. We all went on a Safari (UTW Africa)</div> <div>8. Where are you from?</div> <div>Avocado baby (healthy eating week)</div> <div>The lion inside PSHE</div> <div>Have you ever seen an elelphant? PSHE</div>
Communication and Language Nursery	<div><div>• Give attention and respond when spoken to (using name)</div><div>• Listen when someone else is speaking.</div><div>• Listen to short stories, songs and rhymes and join in with any known ones.</div><div>• Follow simple instructions with up to two key words.</div><div>• Use 2-word sentences e.g., Sam shop.</div><div>• Answer who, what, when and where questions</div><div>• Use talk during play to help organise.</div><div>• Link a few words together in short sentences e.g., gone shop</div></div>				<div><div>• Give attention and respond appropriately when spoken to (direct question)</div><div>• Listen when someone else is speaking and join in</div><div>• Listen to short stories, songs and rhymes and join in with familiar/repeating parts.</div><div>• Follows simple instructions with two key words accurately.</div><div>• Use 3-word sentences.</div><div>• Answer a range of questions and start to understand ‘why’ in terms of investigations etc.</div><div>• Use some new vocabulary e.g., scientific and story vocabulary.</div><div>• Link more words together in longer sentences</div></div>				<div><div>• Pay attention to more than one thing at a time.</div><div>• Start and join in with conversations and take turns to speak.</div><div>• Listen to longer stories, remember what happens, talk about familiar books and tell long stories.</div><div>• Sing a large repertory of songs and know many rhymes.</div><div>• Understand and respond to instructions with three key words.</div><div>• Use 4–6-word sentences e.g., Sam going to the shop.</div><div>• Understand and respond to simple ‘why’ questions.</div><div>• Explain, describe, recount and retell.</div><div>• Link 4-6 words together in longer sentences</div><div>• Use connectives to link words in sentences e.g., and/because.</div><div>• Use the future and past tense</div></div>			
Communication and Language Reception	<div><div>• Understand how to listen carefully and why listening is important</div><div>• Learn new vocabulary</div><div>• Use complete sentences in everyday talk</div><div>• Develop social phrases e.g. daily routines</div><div>• Engage in story times</div><div>• Listen carefully to rhymes and songs, paying attention to how they sound</div><div>• Engage in non-fiction books</div></div>				<div><div>• Ask questions to find out more and to check they understand what has been said to them – who, where, when?</div><div>• Use new vocabulary and sentence starters</div><div>• Describe events in some details</div><div>• Listen to and talk about stories to build familiarity and understanding</div><div>• Learn rhymes, poems and songs</div><div>• Listen to and talk about selected non-fiction</div></div>				<div><div>• Ask questions to find out more and to check they understand what has been said to them – why, how do you know?</div><div>• Use new vocabulary in different contexts</div><div>• Connect one idea or action to another using a range of connectives</div><div>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</div><div>• Retell stories, some as exact repetition and some in their own words</div><div>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</div></div>			

Personal, Social and Emotional Development Nursery	<ul style="list-style-type: none"> Select and use resources and settle to activities (with support) Carry out given tasks (with support) Confident with familiar people in the safe context of the nursery Play with others, sharing and taking turns and extending and elaborating play ideas. Know we have rules (bucket filling) Name and recognise different feelings. Listen to stories about the feelings of others 		<ul style="list-style-type: none"> Select and use resources and settle to activities (independently) Carry out given tasks (independently) Confident in new social situations with new people Play with others, talking to resolve conflicts / issues (with support) Follow rules with support (bucket filling) Name, recognise and describe different feelings. Talk about the feelings of others 		<ul style="list-style-type: none"> Select and use resources to achieve a chosen or suggested goal and settle into activities for longer periods. Carry out self-chosen tasks. Confidently handle new experiences Play cooperatively with others. Follow rules independently (bucket filling) Have simple strategies to cope with different feelings. Start to understand how others might be feeling 	
Personal, Social and Emotional Development Reception	<ul style="list-style-type: none"> See themselves as a valuable individual – history, likes, dislikes, family members, history and culture Listen to each other as well as the staff and follow simple instructions Identify and describe a range of feelings Recognise personal achievements Use strategies for staying calm when frustrated, know why we take turns, wait politely, tidy up, etc Use stories to think about how different characters deal with challenges Manage own personal hygiene needs (hand washing/toileting) 		<ul style="list-style-type: none"> See themselves as a valuable individual – interests Share and cooperate with friends and other peers and listen to instructions with two or more parts Say how others are feeling based on their expressions and actions Reflect and self-evaluate own work and share with others Think about own and others’ feelings and give examples Use stories to think about how different characters deal with and overcome challenges Know and talk about the different factors that support health and well-being – sensible amounts of screen time, safe travel in their local environment 		<ul style="list-style-type: none"> See themselves as a valuable individual – history and personal experiences Help, listen to and support each other and follow more complex instructions Talk about their opinions and show understanding of the feelings of others Develop problem solving skills, recognise that mistakes are an important part of learning, set and achieve own goals Recognise when behaviour is not acceptable and why it is important to respect rules and behave correctly towards others Explain to others how they thought about a problems or an emotion and how they dealt with it Know and talk about the different factors that support health and well-being – regular physical activity, healthy eating, toothbrushing, good sleep routine 	
Spiritual, Moral, Social and Cultural SMSC	<ul style="list-style-type: none"> Black History Month (October) 	<ul style="list-style-type: none"> Children In Need Anti-bullying week 	<ul style="list-style-type: none"> Children’s Mental Health week 	<ul style="list-style-type: none"> International Women Day 	<ul style="list-style-type: none"> Earth Day 	<ul style="list-style-type: none"> World Ocean Day
British Values	<ul style="list-style-type: none"> Rule of Law 	<ul style="list-style-type: none"> Democracy 	<ul style="list-style-type: none"> Tolerance 	<ul style="list-style-type: none"> Mutual Respect 	<ul style="list-style-type: none"> Individual Liberty 	<ul style="list-style-type: none"> Revisit and Reinforce all British Values
Physical Development Nursery	Gross Motor: <ul style="list-style-type: none"> PE lesson: Basics (moving safely, spatial aware/stopping) 	Gross Motor: <ul style="list-style-type: none"> PE lesson: Physical Literacy and 121 Action Kids – Val Sabin 	Gross Motor: <ul style="list-style-type: none"> PE lesson: Physical Literacy and 121 Action Kids – Val Sabin 	Gross Motor: <ul style="list-style-type: none"> PE lesson: Jungle Journey 	Gross Motor: <ul style="list-style-type: none"> PE lesson: Dance – The Little Book of Dance 	Gross Motor: <ul style="list-style-type: none"> PE: Sports Day practice
	<ul style="list-style-type: none"> Use the toilet independently. Run and jump. Climb stairs using alternate feet 		<ul style="list-style-type: none"> Manage own toileting needs (use toilet/wash and dry hands) Handle some of your own hygiene needs (e.g., handwashing, tooth brushing) Match movements to tasks e.g., run to chase, crawl through tunnels, etc.		<ul style="list-style-type: none"> Use the toilet independently (including hygiene) and usually dry. Make healthy choices (food, drink, exercise) Able to balance (balance bikes, scooters, climbing) Skip, hop, and stand on one leg. Use large scale movements 	
	Fine Motor: <ul style="list-style-type: none"> Funky Fingers <ul style="list-style-type: none"> Show a preference for a dominant hand. 		Fine Motor: <ul style="list-style-type: none"> Funky Fingers <ul style="list-style-type: none"> Start to eat using a knife and fork. Start to manage putting on coats, zips, etc.		Fine Motor: <ul style="list-style-type: none"> Funky Fingers <ul style="list-style-type: none"> Gain confidence using one handed tool. Use a comfortable grip with some control when using pencils, etc.	
Physical Development Reception	Gross Motor: <ul style="list-style-type: none"> AVSP Athletics 	Gross Motor: <ul style="list-style-type: none"> DTF PE: Invasion Games 	Gross Motor: <ul style="list-style-type: none"> Dodgeball Dance Dance Let’s Move: Opposites (Spring) (2) 	Gross Motor: <ul style="list-style-type: none"> Gymnastics 	Gross Motor: <ul style="list-style-type: none"> Football Net and Wall Games 	Gross Motor: <ul style="list-style-type: none"> Striking and Fielding
	Fine Motor: <ul style="list-style-type: none"> Squiggle While You Wiggle and Funky Fingers <ul style="list-style-type: none"> Show good pencil control when mark making and drawing Use cutlery and other one-handed equipment 		Fine Motor: <ul style="list-style-type: none"> Dough Disco & Funky Fingers <ul style="list-style-type: none"> Sit at a table to write Hold a pencil in tripod grip Use scissors 		Fine Motor: <ul style="list-style-type: none"> Little Wandle Handwriting <ul style="list-style-type: none"> Effective tripod pencil grip Use a range of tools e.g. pencils, paintbrushes Draw with accuracy 	

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topics	Marvellous Me	Fantastic Festivals	Terrific Transport	Smashing Spring	Magnificent Minibeast	Super Safari
Literacy – Writing Nursery	<ul style="list-style-type: none">Demonstrate good gross motor skills in making large marks e.g., playground chalk, water painting.Show understanding of the sounds in words (Phase 1 Toy Talk)Apply some print knowledge to writing e.g., m for mummy.Write the first letter of my name		<ul style="list-style-type: none">Demonstrate good fine motor control when using tools e.g., scissors, threading.Segment words (with support)Change the initial sound to make new words e.g., hat, cat, mat, sat, pat, fat.Use a wider print knowledge for writing.Write some of own name		<ul style="list-style-type: none">Write some letters with good formation.Orally segment single sound CVC words e.g., c-a-tSay the initial sound in most words.Apply print knowledge to emergent writing.Write own name	
Phonics	Little Wandle		Little Wandle		Little Wandle	
Literacy – Writing Reception	<ul style="list-style-type: none">Form some lower-case and capital letters correctlySpell CVC/CVCC words (all initial sounds plus ll, ss, ff, zz)Spell some sight words (is, a, the, I, for, of, are, he, was, said, all, we)Write labelsStart to write simple captionsSay a complete sentence orally		<ul style="list-style-type: none">Form most lower-case and capital letters correctly using a tripod gripSpell CVC/CCVC/CVCC words (sh, ch, th, qu, ck, wh)Spell more sight words (come, some, to, his, she, their, there, these, what, where, who)Write captionsWrite short sentences, starting to use finger spaces between wordsRead sentences back		<ul style="list-style-type: none">Form most lower-case and capital letters correctly with a strong tripod gripSpell words with the same sound/different spelling (ai/ay/ea/a-e and e/ea/ee/y)Ensure spelling of all sight wordsWrite sentences that can be read by self and othersRe-read own writing to check it makes sense	
Literacy Reading Nursery	<ul style="list-style-type: none">Starting to develop play around favorite stories and props.Understand letters and print e.g., left to right and top to bottom, page sequencing, book parts, etc.Starting to notice rhyme and clap syllables.Listen to short stories, songs and rhymes and join in with any known ones	<ul style="list-style-type: none">Sequence events from stories heard.Hear the sounds in words and start to blend them.Spot words with the same initial sound <p>Use some vocabulary from books in play</p>	<ul style="list-style-type: none">Talk about stories I heard.Use good phonological awareness including oral blending skills, rhyme, alliterations and syllables. <p>Use some story language or new vocabulary in play</p>	Literacy Reading Nursery	<ul style="list-style-type: none">Starting to develop play around favorite stories and props.Understand letters and print e.g., left to right and top to bottom, page sequencing, book parts, etc.Starting to notice rhyme and clap syllables. <p>Listen to short stories, songs and rhymes and join in with any known ones</p>	<ul style="list-style-type: none">Sequence events from stories heard.Hear the sounds in words and start to blend them.Spot words with the same initial sound <p>Use some vocabulary from books in play</p>
Literacy – Reading Phonics Reception	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle
Literacy – Reading Comprehension Reception	<ul style="list-style-type: none">Retell key events in storiesSay what has happened in stories so farStart to recall facts from non-fiction		<ul style="list-style-type: none">Describe key events in stories in detailSay what might happen next in storiesRecall facts from non-fiction		<ul style="list-style-type: none">Retell simple storiesSay what might happen next in stories, giving reasonsRecall facts from a range of information sources	
Mathematics Nursery White Rose Mathematics	<ul style="list-style-type: none">Recite numbers to 5 and beyond.Subitise to 2Make comparisons between objects – size, length, weight and capacity.Spot patterns and talk about them e.g., stripes on a scarf.Start to use vocabulary to describe the time of the day that things happen e.g., morning, dinner time, afternoon, evening.Use shapes for building, thinking about their properties e.g., flat sides for stacking		<ul style="list-style-type: none">Say one number name for each item.Show ‘finger’ numbers to 5See 3 in different ways (through different manipulatives e.g., 3 sticks as a row/triangle/on top of each other) and recognise without counting.Make comparisons between quantities.Extend patterns that have been made.Create own simple patterns (ABAB)Start to talk about upcoming events e.g., birthday and then talk about what happened after the event.Combine shapes to make new ones e.g., a bridge/arch, bigger square, etc.		<ul style="list-style-type: none">Count, order, recognise and use numbers to 5.Subitise up to 3 objectsCompare quantities using the vocabulary of greater, less, more, fewer and the same.Talk about patterns and spot errors.Continue and create patterns.Sequence a pattern of events using time language e.g., first, next, then.Talk about 2D and 3D shapes using informal vocabulary e.g., sides, straight, round, flat	
Mathematics Reception	<ul style="list-style-type: none">Each topic for mathematics has learning opportunities within it for number and numerical patterns and measure, shape and spatial thinkingWhiteRose will be used to cover all Shape,space and measure goals and ELG’s.					
Mastering Maths	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice	

<div>Understanding the World</div> <div>Nursery</div> <div>RE Agreed Syllabus</div>	<ul style="list-style-type: none">• Show interest in different occupations – what would you like to be when you grow up? What do family members do?• Continue developing positive attitudes about the differences between people – compare themselves to their peers (appearance including skin colour, hair type).• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – look at children across the world through books / photos / props / puppets / dolls.• Listen to religious music - Harvest	<ul style="list-style-type: none">• Talk about self – what celebrations have you been involved in e.g., birthdays, weddings. Bonfire Night• Begin to make sense of own life-story and family’s history – discuss family celebrations.• Begin to make sense of own life-story and family history – what is your experiences with people in the community? Do your family work in the community? Do you know anybody that works in the community? — what is your experience of Diwali / Hanukkah / Christmas? How do you celebrate? How have you seen others celebrate?• Continue to develop positive attitude towards the between people that work in the community. -Look at religious and community events / experiences happening this half term such as Diwali, Hanukkah and Christmas, dress up and act out scenes from celebrations.• Dress up and act out scenes from stories – the Nativity.• Explore authentic religious artefacts.• Talk about the difference between materials and changes they notice – relate to cooking – BAKER?• Listen to religious music – Diwali, Hanukkah, Christmas•	<ul style="list-style-type: none">• Begin to make sense of own life-story and family’s history – what is your experience of winter / cold / snow?• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – link winter to polar regions.• Begin to understand the need to respect and care for the natural environment and all living things – polar regions and the melting ice caps / endangered animals. <p>Talk about the difference between materials and changes they notice – focus on melting ice</p>	<ul style="list-style-type: none">• Begin to make sense of own life-story and family’s history – what pets do you / your family have?• Show interest in different occupations - vets.• Understand the key features of the life cycle of an animal – everyday pets from baby to adult.• Begin to understand the need to respect and care for the natural environment and all living things – looking after pets.• Dress up and act out scenes from stories – the Easter Story• Explore authentic religious artefacts.• Listen to religious music – Easter• Understand the key features of the life cycle of an animal – hatching chicks!	<ul style="list-style-type: none">• Begin to make sense of own life-story and family’s history – what is your garden like? Do you grow things at home?• Use senses to explore natural materials e.g., bark, leaves, seeds.• Explore collections of materials with similar and/or different properties – sort a wide range of natural materials.• Plant seeds and care for growing plants – look at growth, change and decay.• Understand the key features of the life cycle of a plant – grow simple plants e.g., cress / beans / sunflowers.• Understand the key features of the life cycle of an animal – hatching eggs-caterpillars.• Begin to understand the need to respect and care for the natural environment and all living things – looking after our nursery garden and caring for our growing caterpillars. <p>Listen to religious music – the natural world</p>	<ul style="list-style-type: none">• Begin to make sense of own life-story and family’s history – have you ever been to the seaside? Where did you go? What did you see/do? Link to maps• Use senses to explore natural materials e.g., rocks, shells and pebbles from the beach.• Explore collections of materials with similar and/or different properties – sort and group things found on the beach.• Show an interest in different occupations – relate to seaside.• Explore and talk about different forces – link to boats/water.• Talk about the difference between materials and changes they notice – floating and sinking what would float/sink on the sea at the seaside?
<div>Understanding the World</div> <div>Reception</div>	<ul style="list-style-type: none">• Talk about members of immediate family – share pictures, use books to show there are many different families• Name and describe people who are familiar to them – family members• Comment on images of familiar situations in the past – family photos / homes / family time lines• Draw information from a simple map – what road, village, etc is your house on/in? Look at aerial photographs of Langley Mill – can you find the school/your house?• Recognise some similarities and differences between life in this country and life in other countries - read stories, watch videos and look at pictures about families around the world and compare to own families	<ul style="list-style-type: none">• Talk about members of the local community• Name and describe people who are familiar to them - community figures• Compare and contrast characters from stories related to people who help us / jobs• Understand some places are special to members of their community – Where do people who help us work? What is special about these buildings?• Explore the natural world around them – sing songs and join in with rhymes and poems about autumn• Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in autumn• Recognise that people have different beliefs and celebrate special times in different ways - Christmas	<ul style="list-style-type: none">• Comment on images of familiar situations in the past – transport now and then / timelines• Compare and contrast characters from stories e.g. Fireman Sam, Bob the Builder• Explore the natural world around them – sing songs and join in with rhymes and poems about winter• Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in winter• Recognise some environments that are different from the one in which they live – compare and contrast different countries and their qualities.• Recognise some similarities and differences between life in this country and life in other countries -comparing hot and cold countries including discussion of equator. -What transport is used around the world and why?• Compare and contrast characters from stories, including figures from the past – explore the history of travel / transport e.g. Montgolfier brothers’ hot air balloon flight, the invention of steam trains and motor	<ul style="list-style-type: none">• Draw information from a simple map – aerial photos of different farms / compare to Langley Mill• Draw information from a simple map - create a map for Rosie’s Walk or What the ladybird heard.• Explore the natural world around them – observe animal life cycles e.g. chicks hatching / tadpoles in pond• Recognise some environments that are different from the one in which they live – urban / rural• Explore the natural world around them – sing songs and join in with rhymes and poems about spring• Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in spring• Recognise that people have different beliefs and celebrate special times in different ways - Easter	<ul style="list-style-type: none">• Explore the natural world around them – use all senses to explore the outdoor environment• Explore the natural world around them – observe and draw pictures of the natural world, including animals and plants• Describe what they see, hear and feel whilst outside – look at natural / man made in the outdoor areas, focus on nature, comment on animals and plants they see, describe some familiar plants and animals• Explore the natural world around them – discuss how we care for plants and animals• Explore the natural world around them - observe and interact with natural processes e.g. shadows	<ul style="list-style-type: none">• Draw information from a simple map – A safari trip• Recognise some similarities and differences between life in this country and life in other countries – compare a typical UK to a contrasting other countries• Explore the natural world around them – how do we look after the world around us and the animals.• Recognise some environments that are different from the one in which they live – compare and contrast inland and seaside locations• Comment on images of familiar situations in the past – how animals were kept.• Explore the natural world around them – sing songs and join in with rhymes and poems about summer• Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in summer• Compare and contrast characters from stories, including figures from the past – explore the history of travel / transport e.g. Montgolfier brothers’ hot air balloon flight, the invention of

			cars, the space race. Explore one in depth e.g. bicycle.(W1)			space race. Explore one in depth e.g. bicycle.(W1)
Religious Education* Reception	AS F2 - Which people are special and why? AS F5 - Where do we belong?	UC F2 - Why do Christians perform nativity plays at Christmas?	UC F1 - Why is the word 'God' so important to Christians?	UC F3 - Why do Christians put a cross in an Easter garden?	AS F3 - Which places are special and why? AS F6 - What is special about our world and why?	AS F1 - Which stories are special and why? AS F4 - Which times are special and why?
Christian celebration	Harvest	Christmas	Epiphany	Lent and Easter	Ascension	Trinity
Other Religious Celebrations	Sukkot (Judaism)	Diwali (Hinduism)	World Religion Day	Vaisakhi (Sikhism)	Vesak (Buddhism)	Al-Hijra (Islamic)
Expressive Arts and Design Nursery	LOOSE PARTS - Create faces / self-portraits. DRAWING Use mirrors to draw self-portraits.	PAINTING Create simple paintings when studying different festivals.	PRINTING Use different printing resources to create winter scenes.	3D / SCULPTURE Use a variety of materials (including dough) to build model pets and their homes.	COLLAGE Make nature collages. (see Twinkl nature themed collage pack)	PAINTING: Mix colours to produce seaside pictures (Alfred Wallis)
	Take part in simple pretend play, using an object to represent something else, even though they are not similar		Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc		Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	
	Charanga: Song Collection, Listening Activities and Musical Activities Letters and sounds Phase 1 listening and attention activities					
Expressive Arts and Design Reception	DRAWING Look at portraits by a range of famous artists such as picasso. Draw self / family portraits Charanga: Me	PAINTING Look at portraits of a range of different festivals and paint these using different techniques and materials. Charanga: My stories	PRINTING Use different printing resources to create pictures of transport e.g. 3D shapes Charanga: Everyone	3D / SCULPTURE Use a variety of materials (including dough) and joining techniques to build models of farms and farm animals Charanga: Our world	COLLAGE Use natural materials to create collaborative transient art (Goldsworthy) Charanga: Big bear funk	PAINTING: Mix colours to produce safari pictures. Charanga: Reflect, rewind and replay
NOTE: Red = discrete programmes & units of work / RE* Red is Statutory(AS) / Blue is complementary(US)  = Nursery LTP  = Reception LTP						