GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	Reception Long Term Curriculum Map 2026-27					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Theme	All About Me *Settling in*	Traditional Tales	Superheroes	Growth - Beans and Butterflies	Pirates	*Pets and Animals* *Transition*
Core Books	Super Duper You – Sophie Henn You Choose – Nick Sharratt It's Okay To Be Different – Todd Parr The Family Book – Todd Parr Hair Love – Matthew A. Cherry	The Three Little Pigs – traditional tale - Maria Alperin Gingerbread Man – traditional tale - Maria Alperin Little Red Riding Hood - traditional tale - Maria Alperin Goldilocks and the Three Bears – traditional tale - Maria Alperin Room on the Broom by Julia Donaldson The Gruffalo by Julia Donaldson	Supertato books by Sue Henra and Paul Linnet - Supertato - Spertato:Veggies Assemble - Supertato: Run Veggies Run - Supertato: Evil Pea Rules - Supertato: Veggies in the Valley of Doom - Supertato: Carnival CatastropPea! Traction Man – Mini Grey Super Daisy – Mini Grey	Jack and the Beanstalk – traditional tale - Maria Alperin The Very Hungry Caterpillar by Eric Caryle Superworm by Julia Donaldson The Tiny Seed by Eric Carle Egg Drop by Mini Grey The Odd Egg by Emily Gravitt	Pirate Stew – Neil Gaiman Come away from the water, Shirley – John Burningham Don't Disturb The Pirate – Rhiannon Findlay	If I had a dinosaur - Alex Barrow and Gabby Dawnay Our very own dog – Amanda McCardle We're going on a Bear Hunt by Michael Rosen

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

Communication & Language	**Listening & Attention:** Listen and respond for short whole class carpet sessions – understanding how to listen carefully and why listening is important. Listen and participate in small group sessions Introduce circle time object for children to pass around and take turns talking within a larger group Introduce Learning Partners **Speaking:** Practice requests necessary for school eg "Can I have a turn?" "I need the toilet" - developing social phrases	**Listening & Attention:** Join in retelling stories with repetitive refrains in core stories eg. three little pigs and gingerbread man. Build familiarity and understanding. **Speaking:** Act out and retell the story "three little pigs" and the "gingerbread man" using props and a story sack Play with words and sounds when making the little pig's houses Talk about the shared experience (trip to theatre to see Three Little Pigs) Ask questions to find out more and to check they understand what has been said to them	**Listening & Attention:** They focus on key moments where characters show bravery, kindness, or problem-solving, maintaining attention during storytelling, role play, and discussions. **Speaking:** Children present, explain, and talk about superheroes, describing their powers, costumes, and how they help people. Articulate their ideas and thoughts in well-formed sentences. Describe our superhero events in some detail **Understanding:** They show understanding by answering questions	**Listening & Attention:** To listen and recall the main events of the story and retell the core stories. Children listen to stories about growth and change, such as *The Very Hungry Caterpillar* and *Jack and the Beanstalk*. They maintain attention during storytelling and join in with repeated phrases and actions, noticing how things grow and change over time. **Speaking:** Children talk about what happens in the stories, describing how the caterpillar grows and how the beanstalk grows taller. They explain ideas using simple sentences, share observations, and use key	**Listening & Attention:** Children listen attentively to longer and more detailed pirate stories (e.g. *Pirate Stew*, *Don't Disturb the Pirate!*), sustaining concentration during whole-class reading, discussions, and role play. **Speaking:** Children speak confidently about pirates, their adventures, and their motivations. They explain ideas in full sentences, use a wider range of pirate-related vocabulary (e.g. treasure, map, voyage, captain), and take turns in discussions, responding to others' ideas and asking relevant questions. **Understanding:**	**Listening & Attention:** Children listen attentively to a range of stories and non-fiction texts about pets and animals, maintaining focus during longer whole-class inputs and small-group discussions. They follow instructions, respond to questions, and recall key facts and details about different animals and their needs. Listening to different animals in their habitats **Speaking:** Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	Play with sounds in words through phase one phonics songs and activities. **Understanding:** Play games and songs with instructions eg. Simon says Practice transitions with key instructions eg. Now it's time for fruit - Sequence the order of the day with the visual timetable **Rhyme Time:** Learn rhymes, poems and songs - Create a bank of children's favourite and familiar rhymes and songs Teddy Bear Teddy Bear Hello & Good bye song Please & Thank you Boom Chicka Boom **Time to Talk:**	Introduce 'talking tables' in small groups **Understanding:** Answer who, what, where questions about the core texts. **Rhyme Time:** Nina birch's own rhymes created to link to the traditional tales stories	about superheroes, describing their powers, and explaining how superheroes solve problems and keep others safe. **Rhyme Time:** Twinkle twinkle superman One potato two potato Miss Polly had a dolly	vocabulary linked to growth (e.g. grow, bigger, tall, change). To speak about ways to keep healthy and share their personal experiences. Connect one idea or action to another using a range of connectives **Understanding:** Children explain what growth means by talking about changes they can see in the stories. **Rhyme Time:** **I**ncey Wincey Spider Baby Bumblebee Worm at the bottom of my garden Tiny Caterpillar on a Leaf	Children demonstrate understanding by explaining what happens in pirate stories and why. They discuss characters' actions, predict what might happen next, and explain how pirates solve problems or work together, showing developing comprehension and reasoning skills. To follow two – three part instructions when following their treasure maps.	Present and explain their chosen habitat. Asking and answering questions with their peers about their work. To use the words 'because' accurately **Understanding:** Children generate questions about the topic Children demonstrate understanding by explaining similarities and differences between pets and wild animals. **Rhyme Time:** Walking in the jungle Down in the jungle **Story Telling:** Create stories about animals and use story words and extend with adjectives

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	Explore the story "Would you Rather" and "You Choose"					
Key Vocabulary	**New Vocabulary:** - me - my - name - family - friend - feelings - happy - sad - kind - body - grow - same - unique - different	**New Vocabulary:** - once upon a time - castle - forest - giant - king - queen - prince - princess - fairy - magic - hero - villain	**New Vocabulary:** - superhero - hero - power - brave - strong - help - save - costume - mask - cape - good - kind	**New Vocabulary:** - caterpillar - egg - leaf - hungry - eat - food - grow - bigger - change - cocoon - chrysalis - butterfly - days	**New Vocabulary:** - pirate - ship - captain - crew - treasure - map - island - sea - adventure - flag - sword - chest	**New Vocabulary:** - pet - animal - dog - cat - fish - bird - care - food - water - home - kind - gentle - habitat
PSED Kapow **School Values** Ambition, Creativity,	**Self regulation:Feelings** Children are learning to explore and understand their feelings, identify when they may be feeling something, and begin	**Building relationships: Special relationships** In this unit, children are learning to explore why families and special people	**Managing self: Taking on challenges** In this unit, children will understand why we have rules, the importance of	**Self-regulation: Listening and following instructions** In this unit, children will learn why it is important	**Building relationships: My family and friends** In this unit, children will learn how we all have different beliefs and	**Managing self: My wellbeing** In this unit, children will learn how to look after their wellbeing through

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

Courage, Empathy, Resilience, and Respect.	learning how to communicate and cope with their feelings and emotions. **Create a class Charter** Discuss class promises and agree on them as a whole class.	are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge. **Children's Mental Health Week** A range of activities to take place across the school this week.	to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	celebrations, what characteristics make a good friend, and how we need to listen to one another.	exercise, meditation, a balanced diet and care for themselves.
Physical development **Physical Education Specialist - GROSS MOTOR** **FINE MOTOR**	**<u>Physical Education Specialist</u>** **Fundamental Movement and spatial awareness** Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	**<u>Physical Education Specialist</u>** **Working as part of a team – throwing at a target** Sliding a beanbag to a partner, throwing bean bags/bibs into hoops **<u>Gross motor</u>** **Balance**	**<u>Physical Education Specialist</u>** **Starting to throw and catch, working as part of a small group** Activities such as throwing a scarf or bib to a partner, sliding a beanbag to a partner, group/class games such as duck duck goose and parachute games	**<u>Physical Education Specialist</u>** **Kicking with feet and using different parts of the body** Activities, such as dribbling a football, then developing into adding in obstacles to navigate, sending and receiving using feet	**<u>Physical Education Specialist</u>** **Gymnastics, body awareness and making shapes** Balancing using different body parts, making shapes with your body, different movements and jumps. Copying a partners movements.	**<u>Physical Education Specialist</u>** **Racket games, control and accuracy** Using tennis rackets to move beanbags and foam balls around a space, hitting a foam ball against a wall, team games **<u>Gross motor</u>**

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

Nina Birch **Health & Self care**	Activities, such as Jelly Bean or Be an Animal games **<u>Gross motor</u>** Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Experiments with different ways of moving. - rolling, crawling, walking, jumping, running, hopping, skipping and climbing. **<u>Fine motor</u>** Use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Encourage children to draw freely **<u>Health & Self Care</u>**	Travels with confidence and skill around, under, over and through balancing and climbing equipment **<u>Fine motor</u>** Develop the foundations of a handwriting style which is fast, accurate and efficient. Engage children in structured activities: guide them in what to draw, write or copy Mark making - pre – writing marks (Nina Birch) **<u>Health & Self Care</u>** Talk about the changed in their body when engaging with exercise To look after their additional belonging for winter, eg gloves, hats and scarves; to be able to take them on and	**<u>Gross motor</u>** **Agility** Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. **<u>Fine motor</u>** Teach and model correct letter formation Start Nina Birch Handwriting Scheme **<u>Health & Self Care</u>** **Children's Mental Health Week** Understand different emotions for the Zones of Regulation Children to explore ways of keeping a healthy brain and mind as well as physical body	**<u>Gross motor</u>** **Co-ordination Ball skills** Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. **<u>Fine motor</u>** Regular repetition so that correct formation becomes fluent Nina Birch Handwriting Scheme **<u>Health & Self Care</u>** To talk about a healthy range of foods.	**<u>Gross motor</u>** **Dance Gymnastics** Jumps off an object and lands appropriately. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. **<u>Fine motor</u>** Continuously check the process of children's handwriting (pencil grip and letter formation). Nina Birch Handwriting Scheme **<u>Health & Self Care</u>** Children to know a range of ways to help them look after their emotional health by having a tool box of strategies to help regulate their own emotions. For children to learn about the importance of oral	**Multi skills and Athletics** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. **<u>Fine motor</u>** Nina Birch Handwriting Scheme **<u>Health & Self Care</u>** To know a range of ways to keep healthy, to develop language through the hospital role play Children to learn the names of different organs in the body and learn more about human growth, change and development

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	To make independent choices for school lunches and request foods they like in the canteen To carry their lunch tray independently and use cutlery to feed themselves To use the toilet independently in school and request the toilet when needed To put on aprons independently when choosing to play in the creative area or water tray To look after personal belongings by hanging their coat up and putting their book bag in their tray	off and store them appropriately To know how to move and store equipment safely and take carefully considerations about risks they take when playing	Begin to talk about physical changes in the body when discusses different seasons and weather	Learn why it is important to make healthy food choices. Learn how to sort food into food groups and how to make a balanced meal.	hygiene and know how to brush their teeth effectively	

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	Learn to use equipment in the school's provision safely To wash and dry hands effectively					
Reading RWI	○ RWI lessons – read individual letters by saying the sounds for them and starting to blend sounds into words ○ Shared reading of the core stories ○ Children to bring in their favourite story to read ○ Create a "favourite stories" box as a class together ○ Story sacks and props for each of the traditional tales for retelling	○ RWI lessons – read some 'special friends' (two letters that come together to make one sound) and continue blending to read words ○ Shared reading of the core stories ○ Guided reading begins ○ Reading Café begins ○ Story sacks & props ○ Non-fiction texts about seasons ○ Take home banded books begin ○ Make class book of children's own stories	○ RWI lessons – read a few common exception words (red words) and to begin to read simple phrases ○ Re-read books to build up confidence in word reading and their fluency and understanding ○ Shared reading of the core stories ○ Guided reading ○ Reading Café ○ Story sacks & props ○ Take home banded books ○ Share books and stories about	○ RWI lessons – read simple sentences made up of words with known letter-sound correspondences ○ Re-read books to build up confidence in word reading and their fluency and understanding ○ Shared reading of the core stories ○ Guided reading ○ Reading Café ○ Story sacks & props	○ RWI lessons ○ Re-read books to build up confidence in word reading and their fluency and understanding ○ Shared reading of the core stories ○ Guided reading ○ Reading Café ○ Story sacks & props ○ Take home banded books ○ Story Maker ○ Phonics: Read Write Inc	○ RWI lessons ○ Shared reading of the core stories ○ Guided reading ○ Reading Café ○ Story sacks & props for the Gruffalo ○ Take home banded books ○ Story Maker ○ Phonics: Read Write Inc

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	○ Newspapers, magazines, recipes books for the home corner ○ Phonics: Read Write Inc	○ Phonics: Read Write Inc	places around the world ○ Make class book of children's own stories ○ Phonics: Read Write Inc	○ Take home banded books ○ Story Maker ○ Phonics: Read Write Inc		
Writing Nina Birch	○ Name writing ○ Self portraits ○ 'My Family' drawing and writing ○ My favourite stories/toys/food ○ What makes me special ○ To hear initial sounds ○ To begin to form lower-case letters correctly	○ Writing letters to Father Christmas ○ To write a list. ○ To write a recipe for the gingerbread men ○ To make a lost poster for the gingerbread man. ○ To write a speech bubble. ○ To write instructions. ○ To create an alternate ending for The Three Little Pigs ○ To write an invitation to a party.	○ Wanted Posters for Evil Pea ○ Writing in speech bubbles ○ Writing a character profile ○ To write a letter to Evil Pea To write short sentences with words with known sound-letter correspondences using a capital letter and full stop To re-read what they have written to check that it makes sense	○ To begin forming capital letters correctly ○ Drawing and labeling the life cycle of animals ○ Instructions how to care for plants ○ Writing to the giant ○ To create a list ○ To plant a bean and to create a bean diary. ○ To create character speech bubbles for 'Jack and the Beanstalk'.	○ To create a set of instructions. ○ To create a wanted poster for a pirate. ○ To create a diary. ○ To create a storm description. ○ To begin to write a pirate story To write short sentences with words with known sound-letter correspondences using a capital letter and full stop To re-read what they have written to check that it makes sense	○ Writing to your new teacher To write short sentences with words with known sound-letter correspondences using a capital letter and full stop To re-read what they have written to check that it makes sense

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

		○ To create an extended ending for a familiar fairytale story To form lower-case letters correctly To spell words by identifying the sounds and then writing the sound with letter/s		○ To create a butterfly diary. ○ To write a butterfly description. ○ To create an alternate story for The Very Hungry Caterpillar. To write short sentences with words with known sound-letter correspondences using a capital letter and full stop To re-read what they have written to check that it makes sense		
Maths Mastery Units refer to MM Mastering Number and Maths Mastery	**Pattern and early number U2** Recognise, describe and copy colour, extend and create size and colour patterns. Count, recognise and represent numbers one, two and three	**Measure U5** To use every day language to talk about volume, capacity, weight and size. **Shapes and sorting U6** Key Learning from the unit: • To describe and sort 3-D shapes • To explore the	**Calendar and Time U7** Use everyday language to discuss time. Record periods of time. **Numbers within 10 U8** Count reliably, place in order, recognise numerals, use ordinals, understand zero	**Numbers within 15 U11** Recognise, count and order numbers; estimate and compare groups of objects	**Addition and Subtraction 14** Add two numbers together by counting on. Recognise that when two groups are counted in a different order the answer remains the same. Subtract by counting the subset of what is left.	**Money U17** Recognise and use everyday language related to money **Measure U18** To describe the capacities of objects and use language about capacity •

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	Numbers within 6 U3 Recognise, count and order numbers; say which numbers are 'more or less' **Addition and subtraction within 6 U4** Add by combining two sets within six. Partition a set within six.	characteristics of 3-D shape • To use mathematical language to describe position accurately (2	**Addition and subtraction within 10 U9** Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting. **Grouping and sharing U10** Solve practical problems involving equal and unequal groups. Explore counting in steps of 2.	**Doubling and halving U12** Solve problems and explore the relationship between doubling and halving **Shape and Pattern U13** Describe 2D shapes and create patterns. Begin to describe 3D shapes.	Subtract by taking away from the whole. **Numbers within 20 U15** Recognise, count and order numbers; estimate and compare groups of objects **Number Patterns Beyond 20 U16**	To compare the volume of liquid in different containers • To compare the weights of objects and use language about weight • To begin to estimate the lengths of objects and then compare and order lengths • To measure objects using non standard units and use language related to measure accurately **Exploration of Pattern U19**
Understanding of the world - Science Developing Experts	**Our body** This unit will enable learning about our different body parts and what they are useful for, as well as encouraging children to consider how our bodies change from when we are a baby.	**Weather and Seasons** Within this unit, children will learn about the different seasons here in the UK and the weather that comes with them! There are great opportunities for children in this unit to recognise, measure and record different	**Space** In the unit on Space, children will be encouraged to star-gaze and understand more about what is in Space, and what happens in Space! They will also find out a little more about how	**Food** In this unit, children will begin to think about where the food they eat comes from, as well as what forms a healthy diet. They will begin thinking about how animals are used in food production.	**Insects and Invertebrates** - Discover the world of insects with these lessons on insects and invertebrates! Included in these lessons is a large range of fascinating pictures and film clips of insects. Children can also learn	**Animals** - In this unit, discover different types of animals. From mammals, to birds, to insects, children will see lots of great images and video clips which show animals in different habitats around the world, including those that live on

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	Within this section, children will also consider how and why we are all unique and different from one another. **Senses** Children will look at the different senses and how they interact with one another, and what our senses enable us to do. There is also a lesson here which focuses on sound and how sounds are made.	weather types and also consider how we need to be careful in different seasons. **Materials** This unit encourages children to discover, with their senses, the materials around them every day. Children can begin to use vocabulary to describe different materials and also learn how and why materials can change. In some of the lessons, children can see where some materials come from - both natural and man-made. **Materials** The three little pigs. Why did the house blow down? Which material is best and why? Build a new house for the three little pigs. **Seasonal Changes** Discuss the seasons. What types of clothes do we need? What do we notice about	Space travel is conducted by learning about rockets **Forces** This unit contains a couple of lessons which give the basics of forces. This includes how we can apply force to an object but also how the nature and materials of an object can dictate how it responds to forces and conditions. **Machines** Machines are all around us, mechanical and hand-held. In this unit, children can begin by learning about non-living things before moving on to learn about machinery and how it makes it easier for humans to complete certain jobs. Within the idea of machinery, children can also think about different types of transport and how we use these.	Also, they can begin learning measuring skills when learning about ingredients used in different food products. **Science skill focus: Evaluating** Perform taste tests with different foods. Develop vocabulary around tastes eg. bitter, sweet. **Science Week** ○ Mentos experiment ○ Introduce chicks as part of Science week ○ **Life Cycle:** ○ Butterfly: observe caterpillars in class - Introduce butterflies as part of learning about the life cycle	about their habitats and go on an insect hunt near their school! **Plants** Let your children begin exploring plants. In this unit, they can learn about how plants are made, where they come from and how to look after them! They can make a start on thinking about why plants are so important and learn some key vocabulary about different parts of plants. **Planting and Growing** Plant a variety of seeds and vegetables in the garden area. Learn the different parts of the plants eg stem, flower etc. Experiment growing left over vegetables. Children plant their own Magic beans and keep a bean diary at home.	a farm. Further to that, grab the children's interest with a lesson about dinosaurs! **Health and Safety** It is important for children to learn how to be safe - around the home and when using equipment. In this unit, there is an emphasis on safety - including how to take precautions and how to react if you are unsafe. This unit gives the basics, but you could delve further by inviting community members in to school to discuss how to be safe in different ways.

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

		trees? What else is changing around us?	**Science skill focus: observing** Evil Pea has frozen some of our toys how can we get them out? Observing the frozen toys closely. Talk about melting, freezing and changes in materials. Can we speed it up or slow it down? What would happen if? **Predicting** Investigate things that float and sink. Make predictions and record your findings. **Seasonal Changes** Discuss the seasons. What types of clothes do we need? What do we notice about trees? What else is changing around us?			

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

Understanding of the world - People, Culture and Communities Kapow	**Transitions** Talking about starting school and making friends. Explore through the core story "We are all Welcome" **What makes us special?** Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special. **All About Us** Share about ourselves. Talk and celebrate our similarities and differences. **Ancestry and origins** Create map display and involve parents in making	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - Fireworks night - Halloween - Diwali - Christmas - Hanukkah **What are special times?** Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - New Year - Chinese New Year - Valentines Days **Why are some places special?** Investigating what makes places special and significant to different people.	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - Mother's Day - St Patrick's Day **What makes the world special?** Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - St.George's Day - Ramadan & Eid **Why are some things special?** Exploring special things, children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others.	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. - Birthdays - Father's Day - Sports Day **Why are some stories special?** Discussing favourite stories and exploring why some stories are special to other people. **Time to celebrate** Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	home languages "welcome" display					
Understanding of the world - The World	**Families**: Talk about where families come from all over the world – have a display in classroom of all different cultures/countries/religions etc • Families and communities – similarities and differences. • Homes around the world (houses, flats, huts, igloos). • Name and describe people who are familiar to them • Our school and local	• Materials from stories (straw, sticks, bricks – Three Little Pigs). • Exploring senses (sight, sound, smell, taste, touch). • Weather and seasonal changes (Winter approaching). • Light and dark (day/night). **Local trip:** Theatre – Three Little Pigs **Forest School:** Building shelters, listening walk.	- Forces: push, pull, magnets, ramps. - Machines and vehicles. - Space: planets, moon, astronauts. - Night and day. - Weather – winter into spring.	**Butterflies** Children observe and learn about the life cycle of a butterfly. **Chicks** Children observe and learn about the life cycle of chicks on site.	**Minibeasts** Compare different minibeasts. Observe them in their natural habitat. Learn about life cycles. **Local trip:** Horniman Museum – butterflies and under the sea aquarium - Planting seeds and observing growth. - Life cycles (butterfly, chick). - Healthy food and where food comes from. - Farming and gardening. - Minibeasts in the environment.	**Local trip:** Lettsome Gardens – Teddy Bears Picnic **Forest School** Describe what they see, hear and feel whilst outside - Animals and their habitats. - Life cycles of animals. - Caring for animals (vets). - Extinct animals – dinosaurs. - Environmental care and conservation.

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	environment walk. Seasons – Autumn changes (leaves, weather, clothing). **Forest School** – exploring natural materials.					
Understanding of the world - Past and Present	- Baby photos – how we have grown and changed. - Comment on images of familiar situations in the past - Timeline: baby to now. - Jobs in school (caretaker, teacher, cook). - Talk about "when I was a baby" vs now	- How stories were told long ago vs now (books, TV, iPads). - Christmas long ago and now. - Black History Month – inspirational figure. - Compare toys past and present. - Compare and contrast characters from traditional tales	- Important figures: astronauts (Neil Armstrong). - Heroes in the past and present (firefighters, nurses). - Comparing technology then and now from Space.	- Learn about what life was like when your grown ups were at school. - Compare school now and then. - London History Day Events.	- Pirates long ago – real vs story pirates. - Ships then and now. - Draw information from a simple map – make pirate maps and then look at other maps (aerial views etc)	Important figures: Learn about the work of David Attenborough. Learn about other jobs that are related to animal conservation and protection. Creatures long ago Investigate extinct animals eg. Dinosaurs Human growth: past and present "My own journey"

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

Expressive Arts and Design – creating with materials and building imagination	**Painting and Colour** • Self-portraits using mirrors. • Experiment with colour mixing. • Family pictures and people who are important to me. **Drawing** • Draw my family and my house. • Observational drawings of myself and classmates. **Printing & Pattern**	**Painting and Colour** • Firework pictures using different materials (blow painting, glitter, chalks, oil pastels). • Explore light and dark colours. **Drawing** • Draw characters from traditional tales (Three Little Pigs, Gruffalo, etc). • Create “terrible creatures”. **3D Work** • Clay tea lights for Diwali.	**Painting and Colour** • Experiment with colour mixing for superhero symbols and space pictures. **Drawing** • Design your own superhero. • Draw rockets, vehicles and machines. **Textiles & Texture** • Create superhero costumes and masks using	**Painting and Colour** • Paint plants, flowers and vegetables. • Natural painting using tea bags, spices and flowers. **Drawing** • Draw and label plants and food. • Life cycle drawings of the caterpillar and butterfly. **Textiles & Texture**	**Painting and Colour** • Sea and pirate ship paintings. • Insect pictures using symmetry and pattern. **Drawing** • Draw treasure maps and pirate scenes. • Observational drawings of insects. **Textiles & Texture** • Create pirate flags and insect collages.	**Painting and Colour** • Animal and dinosaur paintings. • Explore animal patterns and textures. **Drawing** • Draw favourite animals and habitats. • Dinosaur skeleton drawings. **Textiles & Texture** • Create animal skins and textured collages.

GROVE PRIMARY SCHOOL

Reception Long Term Plan

2026-2027

	• Hand and foot printing. • Create repeating patterns using shapes and objects. **Textiles & Texture** • Collage using different fabrics and materials to represent clothing and homes. Arts and crafts are available **daily** in continuous provision and adult-led activities.	• Salt dough Christmas decorations. • Build houses for the Three Little Pigs. **Textiles & Texture** • Create textured story scenes (Bear Hunt) using natural objects. **Printing & Pattern** • Vegetable printing and repeating patterns inspired by Andy Warhol. Arts and crafts are available **daily** in continuous provision and adult-led activities.	different materials. **3D Work** • Junk modelling transport (things that fly, sail and go on land). • Build rockets and space vehicles. **Printing & Pattern** • Create repeating patterns for superhero logos. Arts and crafts are available **daily** in continuous provision and adult-led activities.	• Leaf and flower mosaics and collages. • Create beanstalk textures using different materials. **3D Work** • Model fruit, vegetables and insects using clay or dough. **Printing & Pattern** • Potato printing and food printing. Arts and crafts are available **daily** in continuous provision and adult-led activities.	**3D Work** • Junk modelling pirate ships and minibeast homes. **Printing & Pattern** • Create shell and insect patterns. ate using natural materials for painting eg tea bags, flowers and spices. Arts and crafts are available **daily** in continuous provision and adult-led activities.	**3D Work** • Shoe box habitats for animals around the world. • Model dinosaurs and animals using clay. **Printing & Pattern** • Animal footprint printing and pattern making. Arts and crafts are available **daily** in continuous provision and adult-led activities.

GROVE PRIMARY SCHOOL

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Expressive Arts and Design - Role Play	**Home Corner** Link children's own home lives through pictures/recipes foods from around the world. Look at different types of homes. Write shopping lists & read recipes. **Key Vocabulary:** iron, microwave, fridge, freezer, recipe, calendar.	**Post office** Prepare letter/ cards/ presents/ parcels to be sent around the world. Turn it into Santa's grotto for the final two weeks. **Key Vocabulary:** postal worker, stamps, weight, package, parcel, envelope, address, sender, reciever.	**Supermarket/Farmer's Market** Sorting dairy, fruit, vegetables. Cash register to pay for foods and shopping list to write before going to the super market. **Key Vocabulary:** dairy, carbohydrates, protein, freezer, organic, cashier, conveyor belt.	**Mode of Transport Role Play** Build an underground train **Key Vocabulary:** to be developed around children's choice of role play and their idea on travel	**Garden Centre** Selling flowers / seeds / beans. Labeling packets and plants. Language focus on money. Children to measure plants and trees. **Key Vocabulary:** cashier, seeds, plants, shrubs, trowel, spade, soil, fertilizer.	**Hospital/ dentist / vets** Look at the human body and skeleton. Taking X-Rays, administering medicine and writing prescriptions. **Key Vocabulary:** hygiene, statoscope, prescription, appointment, patient, monitor, injections
Expressive Arts and Design – Music specialist	Separate planning – music teacher. We have instruments out in provision always, and a stage, encouraging children to sing and dance in a group or on their own. Watch and talk about dance and performance art, expressing their feelings and responses. Listen, move and talk about music in **daily** provision.					
