

Long Term Curriculum Plan: Reception (2026-2027)

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
World/National Events	Doing it for Dan run	- Guy Fawkes - Diwali - Remembrance Day - Anti-Bullying week - Hanukkah - World Nursery Rhyme Week - Children in Need	- Luna New Year - Safer Internet Day - NSPCC Number Day - Shrove Tuesday - PTA Disco	- Mother's Day - Ramadan/Eid - Holi - Beep Beep Day - World Day of Happiness - World Book Day - Comic Relief	Earth Day	Fathers' Day
School Events	- Harvest Festival Assembly - Discovery Day: Black History	- Discovery Day: International Day - Advent Assembly - Christmas production	- Discovery Day: Art Day - Children's mental health week - Speed Stacking Festival	- Discovery Day: World Book Day - Discovery Day: Science Day - Easter assembly	- Discovery Day: Careers' Day - Running festival - NSPCC Speak Out stay Safe	- Geography Fieldwork week - Discovery Day: Environmental Day - Sports Day - Class Shuffle-up - PTA Summer Fete - Class Assembly
Core Values	Respect		Honesty		Responsibility	
Core topic for term	All about me	Imagination and Fantasy	People who help us	Tell me a story...Traditional Tales	Growing and minibeasts	All around the world
Possible book focus (These will be selected based on children's current interests and as a result of in the moment planning)	What makes me a me? Sharing a shell The Eyebrows of Doom My Monster and Me Conker the Chameleon 5 minutes Peace Pumpkin Soup Leaf Man	First Festivals: Diwali The Quiet Little Firework Supertato Zog and the Flying Doctors Room on the Broom One Winter's Day First Festivals: Hanukkah The Nativity Story Stick Man Jolly Postman	A Superhero Like You You Can't Take an Elephant On the Bus Emergency Dentist Trip Dinosaur fact books The Lunar New Year Story	The Three Little Pigs Ugly Duckling The Night Before Holi The Three Billy Goats Gruff Little Red Riding Hood First Festivals: Eid The Easter Story	Tyrannosaurus Drip Dinosaurs Love Underpants There's a Dinosaur in Your Book How to Catch a Star The Way Back Home Look Up!	Martha Maps it out Information books about the world Rumble in the Jungle Goldilocks and the Three Bears Commotion in the Ocean Someone Swallowed Stanley
Experiences/Trips		Walk to the post box Rhyme Time Challenge	Walk to the library People who help us visitors			Trip to Cotswold Wildlife Park
In the Early Years at Bridlewood, we use the Development Matters curriculum guidance which outlines the broad progression of learning across the Early Years Foundation Stage. We use this as a guide to ensure children are meeting their developmental milestones. At our school, we build on this with our own curriculum. Our curriculum is enriched by carefully chosen themes, seasonal experiences and specific schemes of work that reflect our school's vision and values. This approach ensures children encounter a broad, balanced and connected curriculum this is both developmentally appropriate and unique to our setting. The following overview outlines the curriculum content for each term. This shows the key skills, knowledge and experiences we focus on to help children develop and prepare them for the next stage of their education.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language By the end of the Reception year children will be able to: Listen carefully and understand what is being said to them. Talk about what they know and explain their ideas. Join in conversations and take turns when speaking.	Children's communication and language skills are developed throughout the year through high quality interactions, daily group discussions, circle time sessions, PSHE Jigsaw time, stories, songs, rhymes, performances and, where appropriate, small group speech and language interventions.					
	Develop attentive listening during stories and discussion. Using talk to organise play and explain ideas.		Extend vocabulary, using connectives (e.g. because, so) and retelling stories with detail.		Sustain conversations, asking thoughtful questions and express opinions with confidence.	
Personal, Social and Emotional Development By the end of the Reception year children will be able to: Manage own feelings and behaviour and understand how others may feel. Do things independently and try new challenges. Play and work with others sharing and taking turns. Choose ways to be healthy and safe.	Build friendships, learning to follow routines with increasing independence and beginning to resolve conflicts with adult support.		Show resilience in challenges, taking turns in games and beginning to recognise others' feelings. Show good understanding of healthy habits.		Demonstrate self-confidence in new situations, manage emotions independently and prepare for transition into year 1.	
	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Physical Development By the end of the Reception year children will be able to: Move with control and coordination. Use tools like scissors and pencils correctly.	Develop gross motor strength and control through climbing, running ball and ball skills. Build fine motor control through finger strengthen exercises and the use of mark making tools.		Form recognisable letters with increasing control. Develop stamina and coordination through games experimenting with moving in different ways.		Confident use of tools for writing, cutting and constructing. Show good spatial awareness.	
	First PE	Dance	Gymnastics	Multiskills	Tennis	Athletics
	Dough disco/Write dance/Squiggle while you wiggle	Dough disco/Write dance/Squiggle while you wiggle	Pencil control/ Handwriting	Pencil control/ Handwriting	Handwriting	Handwriting
Literacy By the end of the Reception year children will be able to: Say the sounds they have been taught and use them to read simple sentences and talk about what they have read. Write short sentences using taught letters/sounds that others can read. Write recognisable letters which are mostly correctly formed. Show understanding of what has been read by retelling stories and using recently learned words.	Writing Write recognisable letters, labels and simple words using taught phonics		Writing Write words and simple captions		Writing Write captions and simple sentences	
	Writing Write simple sentences for different purposes		Writing Develop sentence writing with increasing independence		Writing Write simple sentences independently, applying taught phonics and beginning to edit with support	
	Phonics Little Wandle – Phase 2	Phonics Little Wandle – Phase 2	Phonics Little Wandle – Phase 3	Phonics Little Wandle – Phase 3	Phonics Little Wandle – Phase 4	Phonics Little Wandle – Phase 4

Mathematics By the end of the Reception year children will be able to: Have a deep understanding of numbers to 10, including the composition of each number. Subitise up to 5. Recall number bonds to 5 and some to 10. Count beyond 10 and spot patterns in the number system. Compare quantities up to 10. Explore patterns in numbers up to 10.	Build on their previous number experiences, developing their subitising and counting skills. Explore numbers to 5, learning about parts and wholes, and compare groups of objects using mathematical language. Through movement and exploration, develop understanding of positional and spatial language.		Develop noticing and visualising skills while sorting shapes by their attributes. Continue to build confidence in subitising and counting, exploring numbers within and beyond 5. Compare groups to identify equal and unequal sets, begin to recognise doubles, and connect quantities to numerals.		Develop noticing and visualising skills through pattern work. Apply understanding of equal and unequal groups and use positional language when exploring measures. Strengthen counting skills, using a range of strategies to count larger numbers, and secure key number facts through regular practice.	
Understanding the World By the end of the Reception year children will be able to: Talk about things which happened in the past. Talk about different people and cultures. Explore nature, animals and the changes that happen in the natural world.	Talk about own family, community and traditions. Explore seasonal changes.		Observe growth and change in plants and animals. Begin to understand maps and simple geographical features.		Talk about past, comparing old/new and explore different cultures and way of life.	
	Big Question Why do we laugh? Special celebrations explored Harvest Festival	Big Question Is the moon always the same shape? Special celebrations explored Diwali Christmas Hannukah	Big Question Why do some things float and some sink? Special celebrations explored Lunar New Year Easter	Big Question Why is the sky blue? Special celebrations explored Holi Ramadan Eid	Big Question Why do bees buzz?	Big Question Where does my shadow come from?
Expressive Arts and Design By the end of the Reception year children will be able to: Create using different tools, media and materials. Use imagination through play, stories, art, music or dance.	Use paint, collage and construction to express ideas. Engage in role play based on experiences. Focus Artists Piet Mondrian and Yayoi Kusama Sing Up Music Explore making sound with voices and percussion instruments. Mark the beat of songs with actions. Match the pitch of a 4-note call-and-response song.		Create imaginative storylines in play. Explore rhythm and melody in music. Focus Artist Richard Long and Laurel Burch Sing Up Music Use instruments to represent different animal sounds/movements. Make up new lyrics and accompanying actions. Develop a sense of beat by performing actions to music.		Develop original creative ideas, combining media and techniques and perform confidently through drama, dance or music. Focus Artist Eric Carle and Romero Britto Sing Up Music Improvise music with different instruments following a conductor. Compose a 3-beat body percussion pattern and perform it to a stead beat. Sing a song while performing a sequence of dance steps.	