

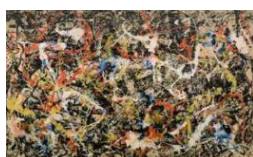
Raleigh Infant and Admirals Academy
Year Group Long Term Plan
Reception
2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	3 rd September – 22 nd October (7.5 weeks)	2 nd November – 18 th December (7 weeks)	5 th January – 12 th February (6 weeks)	22 nd February – 25 th March (5 weeks)	13 th April – 28 th May (7 weeks)	7 th June – 21 st July (6.5 weeks)
Understanding the World						
PKC Learning Theme	All About Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Experiences	Engage: People who help us visit AND sharing baby photos AND When I grow up dress up day Other events: Phonics workshop, Black History Month, World Mental Health Day	Engage: Walking journey and mapping AND sharing home travelling experiences Other events: Road safety talk, Children in Need, Remembrance Day, World Science Day, Nativity, Christmas craft afternoon, Christmas Disco, Anti-bullying week	Engage: Classroom planetarium experience Other events: Children's Mental Health Week, Safer Internet Day, Rock Kidz, Valentine's Day	Engage: Garden Centre visit OR Farm Visit AND Planting seeds Other events: Easter craft afternoon, Sports Relief, World Book Day, World Poetry Day, National Science week	Engage: Virtual tour of Buckingham palace AND Classroom coronation experience Other events: Earth Day, Music week, St George's Day	Engage: Ancient House Museum trip – 'Fairy Tale House' OR Classroom fairytale crime scene Other events: Sports Day, Transition, Summer Fete
History (Past and Present) (PKC)	- Family history	- Transport from the past - Key people from the past – Ernest Shackleton, Charles Burrell, George Stevenson	- Moon landings - Astronaut experiences in space	- Changes over time (timelines and chronology)	- The Royal Family - Historical buildings – castles and palaces - Coronations - King John and the Magna Carta - Our Government	- Fairy Tales - Legends – St George and the Dragon - Ancient Greek Myths - Aesop's Fables - Folk Tales – Anansi the Spider
Geography (People, Culture)	- Our school - Our community	- Different modes of transport	- The Earth – human geography	- Changes over time (local area)	- Identifying England/the UK	- Homes around the World

and Communities) (PKC)	- Careers - Maps (local area)	- Transport around the world - Road safety - Antarctica		- Food and farming in other countries/climates	- Royal buildings (local area) - Locating London/ Westminster Abbey - Locating India - Locating Asia	- Locating Turkey - Locating Greece - Locating Africa
Science (The Natural World) (PKC)	- Our bodies - Growth and lifecycles - Seasons (Autumn)	- Seasons (Winter) - Weather/cold climates - Sinking and floating (boats)	- Planets - Stars - Astronauts – Mae Jemison, Tim Peake - Astronomers	- Growing plants and botanists - Animals - Lifecycles - Food and farming - Seasons (Spring)	- Family trees - Plants and growth – Royal Gardens - Protecting the environment – Littering - Seasons (Summer)	- Body parts - Healthy foods - Human lifecycles - Spiders
Literacy						
Phonics (Little Wandle)	Phase 2		Phase 3		Phase 4	
	Graphemes: s a t p i n m d g o c k c k e u r h b f l Tricky words: is I the	Graphemes: ff ll ss j v w x y z zz qu ch [plurals /s/] sh th ng nk [words ending in -s /s/&/z/] Tricky words: put pull full as and has his her go no to into she push he of we me be	Graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er [double letters] [longer words] Tricky words: was you they my by all are sure pure	Graphemes: [review Phase 3] [double letters] [longer words] [words with multiple digraphs] [words ending in -ing] [compound words] [words with s in the middle and end /s/&/z/] [words ending with -es /z/] Tricky words: [review Phase 2 and 3]	Graphemes: Short vowel sounds CVCC CCVC CCVC CCCVC CCCVC [longer words] [compound words] [root words ending in -ing -ed /t/&/id/&/ed/ -est] Tricky words: said so have like some come love do were here little says there when what one out today	Graphemes: Long vowel sounds CVCC CCVC CCCVC CCV CCVC [words ending in -s /s/&/z/] [words ending in -es] [longer words] [root words ending in -ing -ed /t/&/id/&/ed/&/d/] [words ending in -s /s/&/z/ -es] Tricky words: [review Phase 2 and 3]
Writing (Drawing Club)	Key Texts: <i>The Dot</i> – Peter Reynolds  <i>Owl Babies</i> – Martin Waddell  <i>Ruby's Worries</i> – Tom Percival 	Key Texts: <i>Duck in the Truck</i> – Jez Alborough  <i>Rosie's Walk</i> – Pat Hutchins  <i>The Hundred Decker Bus</i> – Mike Smith  <i>Dear Santa</i> – Rod Campbell 	Key Texts: <i>Aliens Love Underpants</i> – Claire Freedman & Ben Cort  <i>How to Catch a Star</i> – Oliver Jeffers  <i>Night Monkey, Day Monkey</i> – Julia Donaldson 	Key Texts: <i>Handa's Surprise</i> – Eileen Browne  <i>Farmer Duck</i> – Martin Waddell  <i>Jack and the Beanstalk</i> – Mara Alperin 	Key Texts: <i>The Princess and the Pea</i> – Rachel Isadora  <i>The Queen's Hat</i> – Steve Antony  <i>The King Who Banned the Dark</i> – Emily Haworth-Booth 	Key Texts: <i>Little Red Riding Hood</i> – Mike Gordon  <i>Hansel and Gretel</i> – Josephine Collins  <i>The Gingerbread Man</i> – Mara Alperin 
	- Name writing - Labels	- Captions - Lists - Letters	- Captions - Labelled diagrams - Non-fiction text	- Descriptions - Instructions	- Captions - Lists - Letters	- Captions - Story writing

Reading (suggested texts)	- Non-fiction books – family, mapping, Thetford, people who help us, seasons - Love Makes a Family – Sophie Beer - Here We Are – Oliver Jeffers - The Squirrels who Squabbled – Rachel Bright - The Tree – Britta Teckentrup - Luna Loves Art – Joseph Coelho - Martha Maps it Out – Leigh Hodgkinson - What Makes Me a ME? – David Tazzya - The Three Little Pigs – varying authors - Goldilocks and the Three Bears – varying authors	- Non-fiction books – transport, Ernest Shackleton - Mrs Armitage on Wheels – Quentin Blake - The Wheels on the Tuk Tuk – Kabir Sehgal - Guido’s Gondola – Steve Bjorkman - The Cat, The Mouse, and the Runaway Train – Peter Bently - Shackleton’s Journey – William Grill - Things that Go! – William Bee - Not a Box – Antoinette Portis - The Little Red Hen – varying authors - Lost and Found – Oliver Jeffers	- Non-fiction books – space, planets, astronauts, astronomy, Earth, Mars Rover - How the Stars came to be – Poonam Mistry - Whatever Next – Jill Murphy - Mae Jemison – Mary Nhin - Astro Girl – Ken Wilson-Max - Look Up – Nathan Bryon - Meet the Planets – Caryl Hart - Zoo in the Sky – Jacqueline Mitton - The Way Back Home – Oliver Jeffers - Here We Are – Oliver Jeffers - Beegu – Alexis Beacon - The Darkest Dark – Chris	- Non-fiction books – plants, growing, animals, seasons - The Enormous Turnip – Katie Daynes - The Tree – Britta Teckentrup - Oliver’s Vegetables – Vivien French - Think Big! – Kes Gray - The Tiny Seed – Eric Carle - The Very Hungry Caterpillar – Eric Carle - Monkey Puzzle – Julia Donaldson - Tadpole’s Promise – Jeanne Willis - When I Grow Up – Jon Hales - Tad – Benji Davies - Wild – Emily Hughes - Somebody Swallowed Stanley – Sarah Roberts	- Non-fiction books – The Royal Family, castles, London, Magna Carta, Government - The Queen’s Knickers – Nicholas Allan - The King’s Pants – Nicholas Allan - The Princess and the Pea – varying authors - Shhh! – Sally Grindley - Paddington at the Palace – Michael Bond - Katie in London – James Mayhew - Zog – Julia Donaldson	- Non-fiction books – Atlases, Ancient Greece - Various fairytales – varying authors - Little Red – Bethan Woollvin - Hansel and Gretel – Bethan Woollvin - Grimm’s Fairy Tales – Elli Woollard - St George and the Dragon – Usborne - George and the Dragon – Chris Wormell - Aesop’s Fables – Elli Woollard - Greek Myths – Jean Menzies - Anansi the Spider – Gerald McDermott - The Pot of Wisdom – Adwoa Badoe
Maths						
Number and Numerical Patterns (NCETM)	- Subitising to 3 - Counting sequence to 5 - Composition to 3 - Subitising to 4 - Comparing two sets (more/fewer than)	- Counting and representing to 5 - Comparing groups of 3, identifying equal/too many/too few - Identify ‘parts’ making a ‘whole’ - Composing/ decomposing sets to 5 - Counting and cardinality to 5	- Subitising arrangements to 6 - Order to 5 - Partitioning 5 into different parts - Representations to 7 - Comparing quantities (more/fewer than and equal)	- Pattern of the counting system to 10 (one more/one less) - Order and compare numbers to 10 - Conceptual subitising to 7 - Double patterns - Even numbers as two equal parts	- Counting strategies for larger sets, sets that cannot be seen and moved - Subitising double patterns to 10 - Composition of 5 - Composition of 10 - Positioning numbers on a number track	- Conceptual subitising to 10 - Automatic recall of number bonds to 5 - Number bonds to 10 - Comparing quantities (more than/fewer than) and magnitude - Patterns in number - Counting and cardinality to 20
Shape, Space and Measure (WRM)	- Matching and sorting similar attributes - Matching and sorting in different ways - Identify, copy and continue AB patterns - Create AB patterns - Night & day and other routines	- Compare and order by size - Compare and order by mass - Compare and order by capacity - Positional language - Circles - Triangles - Squares and rectangles	- Compare and order by size - Compare and order by mass - Compare and order by capacity - Time order and sequencing - 3D shapes - Properties of shapes	- Identifying complex patterns - Copy and continue complex patterns - Complex patterns in the environment - Creating complex patterns	- Selecting shapes for a purpose - Rotating and manipulating shapes - Shape arrangements and positional language - Identifying 2D shapes within 3D shapes - Composing and decomposing shapes	- Units of repeat and pattern rules - Patterns and relationship between numbers and shapes - Spatial awareness and viewpoint - Giving instructions to build simple models - Representing maps using models

						- Creating maps of familiar places - Creating maps of story situations
Physical Development (PD)						
Gross Motor Skills Fine Motor Skills	-Continue to develop their movement, balancing, riding and ball skills. -Go up steps and stairs, or climb up apparatus, using alternate feet. -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Match their developing physical skills to tasks and activities in the setting -Choose the right resources to carry out their own plan. -Collaborate with others to manage large items. -Use one-handed tools and equipment. -Use a comfortable grip with good control when holding pens and pencils. --- - Show a preference for a dominant hand. -Be increasingly independent as they get dressed and undressed		-Revise and refine the fundamental movement skills they have already acquired. -Progress towards a more fluent style of moving, with developing control and grace. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Combine different movements with ease and fluency. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -Develop overall body-strength, balance, co-ordination and agility. -Further develop and refine a range of ball skills -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Further develop the skills they need to manage the school day successfully.		ELG: -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, 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, paint brushes and cutlery -Begin to show accuracy and care when drawing.	
PE (Get Set 4 PE)	Introduction to PE – Unit 2	Dance – Unit 2	Fundamentals – Unit 2	Gymnastics – Unit 2	Ball Skills – Unit 2	Games – Unit 2
Art (EAD)						
Creating with Materials Being Imaginative and Expressive	-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 -Make imaginative and complex 'small worlds' with blocks and construction kits -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas -Show different emotions in their drawings and paintings -Explore colour and colour mixing. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Create their own songs or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas.		-Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Develop storylines in their pretend play. -Explore and engage in music making and dance, performing solo or in groups.		ELG: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function -Share their creations, explaining the process they have used -Make use of props and materials when role playing characters in narratives and stories. -Invent, adapt and recount narratives and stories with peers and their teacher -Sing a range of well-known nursery rhymes and songs -Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	

Key Art/Artist	Picasso (portraits) 	Pissarro (landscapes) 	Jackson Pollock (abstract) 	Van Gogh (still life) 	Lowry and Hunderwasser (architecture) 	Walter Crane (illustration) 
Nursery Rhymes	- Baa Baa Black Sheep - Diddle Diddle Dumpling - Hey Diddle Diddle - Hickory Dickory Dock - Georgie Porgie - One Finger, One Thumb	- Little Bo Peep - Little Jack Horner - Little Miss Muffet - One, Two, Buckle my Shoe - Star light, star bright - Twinkle, Twinkle - The Wheels on the Bus	- It's raining, it's pouring - Jack and Jill - Old Mother Hubbard - Rain, rain, go away - Sing a song of sixpence - Polly Put the Kettle On	- Tadpole - Mary had a little Lamb - Mary, Mary, quite contrary - Old Macdonald had a farm - Little Caterpillar - Down in the Jungle	- Humpty dumpty - She'll be coming round the Mountain - The Grand Old Duke of York - Wind the Bobbin Up - London Bridge - Old King Cole	- Jack be Nimble - Monday's Child - See Saw, Margery Daw - I Hear Thunder - If You're Happy and you Know It - Little Blue Boy
PSED						
	-Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink, activity and toothbrushing.		-See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Think about the perspectives of others. -Manage their own personal hygiene needs. - Know and talk about the different factors that support their overall health and wellbeing		ELG: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Manage their own basic hygiene and personal needs -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.	
Community Circle	<i>I belong here</i> Establishing routines, security and independence		<i>I belong with others</i> Developing friendships, confidence and positive relationships		<i>I belong in a wider community</i> Becoming increasingly independent, responsible and collaborative.	
RE (DiscoveryRE)	Special People	Christmas	Celebrations	Easter	Story Time	Special Places
PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

