Matthew Arnold Primary
Curriculum Long Term Plan

2026-2027 Year: Reception

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text / Theme	**All Are Welcome** **The Everywhere Bear** **A Brave Bear** **On Sudden Hill** ***(Talk through stories)*** All About Me/ All about my family/ Feelings and Friendships	**The Gruffalo** **Blue Penguin** **The Christmas Story** **(Talk through stories)** Autumn/ Polar Regions/ Christmas	**Supertato** **Juniper Jupiter** **(Talk through stories/Ready Steady Write)** Superheroes/ People who help us	**Little Red** **After the Fall** **(Talk through stories/Ready Steady Write)** Traditional Tales / Healthy Eating	**The Extraordinary Gardener** **Farmer Duck** **(Talk through stories/Ready Steady Write)** Growing/ planting	**Tiddler** **The Storm Whale** **(Talk through stories/Ready Steady Write)** The Seaside/ Transport
Seasons and key dates	Autumn *Friendship and Family* Black History Month World mental health day	Autumn/Winter *Christmas* Bonfire night Remembrance day Diwali Anti-Bullying week Children in Need Christmas Jumper Day	Winter/Spring Chinese New Year Safer Internet Day	Spring *Easter* World Book Day Mother's Day Easter Eid	Spring/Summer	Summer Father's Day World Refugee Day
Further Reading in Class	**The Everywhere Bear** **All Are Welcome** **On Sudden Hill** **A Brave Bear** **Anna Hibiscus**	**Astro Girl** **Aliens love Underpants** **Look Up** **The Gruffalo**	**Blue Penguin** **Supertato** **Superkid** **Superworm** **Super Daisy** **The Great Race**	**We're going on an Egg hunt** **Dora's Eggs** **The Easter Story** **Hassan and Aneesa celebrate Eid**	**Errols Garden** **Farmer Duck** **Yucky Worms** **The Enormous Turnip**	**Seaside Poems** **Commotion in the Ocean** **The Snail and the Whale** **Under the Sea** **The Naughty Bus** **The Hundred Decker Bus**

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	Monkey Puzzle **Pumpkin Soup** **You Choose**	**The Dinosaur that Pooped a planet** **How to catch a star**	**Real Superheroes**	**The Little Red Hen** **Jack and the Beanstalk**	**Oliver's Vegetables** **Oliver's Fruit Salad**	**Cycle City**
Linked (information books)	My Body	Where is the Moon?	Antarctica (A Continent of Wonder) Polar Regions Polar Lands	Recipe Books Celebration books	How to Make Things Grow Minibeasts	The Seaside Under the Sea My Big Book of Transport
Guided reading texts	Owl Babies We're Going on a Bear Hunt Ravis Roar Little Red Riding Hood The Colour Monster	Whatever Next Stickman Colours of Us Three Little Pigs	The Tiger Who Came To Tea Each Peach Pear Plum So Much Jack and the Beanstalk Susan Laughs	Peace at Last Room on the Broom The Proudest Blue The Gingerbread Man Worrysaurus	Lost and Found Giraffes Can't Dance We're All Wonders The Little Red Hen Jubari Jumps	On the Way Home Tiddler Ada Twist Scientist Hansel and Gretel Sully the Seahorse
Enrichment Activities	Food for Thought fruit salad	Zoolab Nurse Visit for Dental Health	Pizza making - food for thought	World Book Day Dental Health Session Caterpillar music	B Tales (drama company)	Farm Trip
Parents as Partners	*Stay and Play* *PJ and hot chocolate stay and play*	*Christmas Stay and Play*	*Phonics Stay and Play* *Number Day*	*Easter Bonnet Parade*	*Superhero Day*	*Sports Day* *Graduation*
Resources for Parents as Partners	*https://www.nhs.uk/start-for-life/toddler/learning-to-talk/learning-*		*https://www.bbc.co.uk/tiny-happy-people*		*https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/look-say-sing-play/*	

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	conversations-and-telling-stories-3-to-5-years/		
Oral Health Foundation (Dental Buddy)	Why do we have teeth? Visit from Family Support Worker.	Making healthy choices (food and drink)	Why do we need to visit the dentist?
Characteristics of Learning	***Playing and exploring:*** *Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning* ***Active learning****: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence* ***Creating and thinking critically****: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.*		
Overarching Principles	***Unique Child:*** *Every child is unique and has the potential to be resilient, capable, confident and self-assured.* ***Positive Relationships:*** *Children flourish with warm, strong and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together.* ***Enabling Environments:*** *Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build on learning over time.* ***Learning and Development:*** *Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others*		
By the end of Reception, Preparing for Science, Geography and History in Year One we can	- Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		

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	- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Progression of Skills

Communication and Language

Curriculum Goal	*To become a confident communicator!*					
Daily Practice to support CL development	*Daily Story Time, Song time, Weekly guided reading activity, Ongoing Wellcomm, Home role play area, high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, Pie Corbett T4W actions, regular song time and EYFS performances.*					
Listening and Attention and Understanding	Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity	Beginning to understand humour, e.g. nonsense rhymes, jokes	May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen	Able to follow a story without pictures or props	Listens and responds to ideas expressed by others in conversation or discussion	Understands questions such as who; why; when; where and how

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	Understands a range of complex sentence structures including negatives, plurals and tense markers		and do for short span			
Speaking	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Uses language to imagine and recreate roles and experiences in play situations	Links statements and sticks to a main theme or intention	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	Introduces a storyline or narrative into their play	Introduces a storyline or narrative into their play
Personal, Social and Emotional Development						
Curriculum Goal	*To become a kind, independent individual!*					
Making Relationships	Seeks out companionship with adults and other children, sharing	Uses their experiences of adult behaviours to guide their social relationships and	Shows increasing consideration of other people's needs and	Practices skills of assertion, negotiation and compromise and looks to a	Enjoys playing alone, alongside and with others, inviting others to play and	Enjoys playing alone, alongside and with others, inviting others to play and attempting to join

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	experiences and play ideas	interactions	gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it	supportive adult for help in resolving conflict with peers	attempting to join others' play	others' play
Sense of Self	Recognises that they belong to different communities and social groups and communicates freely about own home and community	Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination	Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group	Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms	Has a clear idea about what they want to do in their play and how they want to go about it	Shows confidence in choosing resources and perseverance in carrying out a chosen activity
Understanding Emotions	Seeks support, "emotional refuelling" and practical help in new or challenging situations.		Is aware of behavioural expectations and sensitive to ideas of justice and fairness		Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	
Physical Development						

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Curriculum Long Term Plan

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Curriculum Goal	*To become a talented tool user!*					
Ongoing daily practice	*Threading, cutting, weaving, playdough, dough disco, finger gym table and other fine motor activities.* *Daily handwriting input*					
Fine Motor Skills	Uses simple tools to effect changes to materials	Handles tools, objects, construction and malleable materials safely and with increasing control and intention	Shows a preference for a dominant hand Begins to form recognisable letters independently	Begins to use anticlockwise movement and retrace vertical lines	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Curriculum Goal	*To become an amazing athlete!*					
	Fundamental skills planned throughout the year					

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Curriculum Long Term Plan

2026-2027 Year: Reception

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Gross Motor Skills	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	Travels with confidence and skill around, under, over and through balancing and climbing equipment

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Curriculum Long Term Plan

2026-2027 Year: Reception

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Health and Self Care	Eats a healthy range of foodstuffs and understands need for variety in food Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Usually dry and clean during the day	Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures	Can initiate and describe playful actions or movements for other children to mirror and follow Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important	Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others	Shows understanding of how to transport and store equipment safely Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
Oral Health Dental Buddy Programme	Why do we have teeth?		Why we need to visit to the dentist		Making healthy choices (food and drink)	
Literacy						
Curriculum Goal	*To become a Brilliant Bookworm!*					
Comprehension						
	Begins to recognise some written names of	Begins to develop phonological and phonemic	Begins to read some high frequency	Engages with books and other reading materials	Engages with books and other reading materials	Includes everyday literacy artefacts in play, such as labels,

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	peers, siblings or "Mummy"/"Daddy" for example	awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee	words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences	at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text	at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text	instructions, signs, envelopes, etc.
Curriculum Goal	*To become a WOW writer*					
Word Reading RWI	Phonics Sounds: RWI Read first 16 Set 1 sounds Learn to blend	Read 26 Set 1 sounds Blend orally Learn to blend	Phonics Sounds: RWI Set 1 Special Friends Read words with Special Friends	Phonics Sounds: RWI Review Set 1 Sounds Read 4/5 sound words: Word Time	Green Words and build speed Read nonsense words Spell using Fred Fingers	Green Words and build speed Read nonsense words Spell using Fred Fingers

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Mathematics

Curriculum Goal	*To become a Master of Maths!*					
Maths Number Numerical Pattern	0-3 Numbers to 5- Mastery approach Comparing quantities of identical objects to 5 Comparing quantities of nonidentical objects to 5	0-5 Number bonds within 5- Introducing part whole model One more and one less within 5 Introduce 2D and 3D shapes Properties of shape- spatial awareness	0-7 Introducing numbers to 10 Comparing numbers to 10 Addition to 10	0-10 Measure- introduce length, height, distance and weight With a focus in experiential learning through continuous provision Positional language With a focus in experiential learning through continuous provision Number bonds to 10 Subtraction	10 and beyond Counting on and counting back Numbers to 20 Time	Sorting Volume and capacity Numerical patterns including doubling halving and sharing, odds and evens

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Shape, space and measure	Days of the week 2D Shape Pattern	Days of the week: Today and Yesterday Comparing sizes lengths, heights and mass	Calendar and time Months of the year Order the seasons Days of the week; today, tomorrow and yesterday Naming 3-D and 2-D shapes and matching shapes that are the same. Ordering length	Time – recognising the time of the day lunch time, home time. Recognising 3D shapes in everyday objects Measuring capacity	Introduce the clock and o'clock times Properties of 2D and 3D shapes	Explore how quantities can be distributed equally Comparing two or more lengths, weights and capacities
Understanding the World						
Curriculum Goal	*To become an Explorer!*					
The World	Looks closely at similarities, differences, patterns and change in nature		Knows about similarities and differences in relation to places, objects, materials and living thing Talks about the features of their own immediate environment and how environments might vary from one another		Makes observations of animals and plants and explains why some things occur, and talks about changes	
P&C	Enjoys joining in with family customs and routines Talks about past and present events in		Knows that other children do not always enjoy the same things, and is sensitive to this		Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	

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	their own life and in the lives of family members					
Technology	Throughout the year we explore iPad programmes, bee bots and develop digital literacy skills by being able access, understand and interact with a range of technologies. We use the internet with adult supervision to find and retrieve information of interest to us. We create content such as a video recording, stories, and/or draw a picture on screen					
Religious Education	F5 Where do we belong? Christianity, Hinduism and Islam	F4 Which times are special and why? Christianity, Hinduism and Judaism.	F3 Which places are special and why? Christians and Muslims	F6 What is special about our world? Christianity, Islam and Judaism	F2 Which people are special and why? Christianity and Sikhism	F1 Which stories are special and why?
Expressive Arts and Design						
Curriculum Goal	*To become a Creator!*					
Being Imaginative and Expressive	Creates representations of both imaginary and real-life ideas, events, people and objects	Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Introduces a storyline or	Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purpose	Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping	Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates],	Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

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		narrative into their play			that peg looks like a mouth	
Creating with Materials	Begins to build a collection of songs and dances	Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to	Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking	Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding	Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
Charanaga	Me! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	My stories I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Everyone! Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head,	Our World Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk Big Bear Funk	Reflect, Rewind & Replay Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat

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			Shoulders, Knees And Toes			