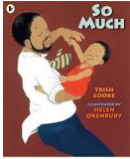
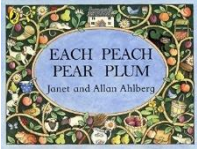
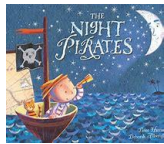
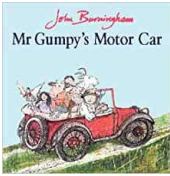
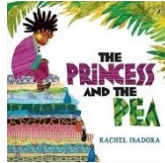


Reception						
Glade Academy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<i>I Spy... my new adventures!</i>	<i>Transport- past and present</i>	<i>Out of this world!</i>	<i>Down at the bottom of the garden</i>	<i>All Things Royal!</i>	<i>Myths and Legends</i>
	Me and my school, my environment, families and friends	Exploring and travelling. Looking at modes of transport, local transport, and transport in the past	Exploring the solar system- planets, The Sun and The Moon. Space travel and our planet Earth.	Finding out about plants and what they need to grow, looking at how animals grow and change and how things around us change. Seasons.	Our country's monarch and their residence. Kings and Queens of the past. Exploring London. Locally significant areas from the past.	Stories from the past including St George and the Dragon. Myths and Legends.
Core Texts	So Much Trish Cooke Oi Frog! Kez Gray and Jim Field Each Peach Pear Plum By Janet and Allan Ahlberg   	Night Pirates Peter Harris and Deborah Allwright Mr Gumpy's Motor Car By John Burningham Where the Wild Things Are Maurice Sendak   	Look up! Nathan Bryon and Dapo Adeola Astro Girl By Ken Wilson-Max Whatever Next! By Jill Murphy   	A Tiny Seed By Eric Carle The Extraordinary Gardener Sam Boughton Jack and the Beanstalk From Seed to plant By Gail Gibbons   	The Queen's Hat By Steve Anthony The Princess and the Pea Rachel Isadora  	Little Red Lynn Roberts and David Roberts Anansi the Spider Gerald McDermott  

Communication and Language

Opportunities will include whole class and small group story and teaching sessions. Daily phonics sessions.	We will be developing our listening skills and what we need to show good listening. We will listen to others when sharing stories or talking about family during circle time. We will anticipate key events and phrases when sharing stories and rhymes. We will play call and response games. We will develop our knowledge of what we can do with different objects in the classroom and how to select the tools needed to achieve what we set out to do. We will work on being able to respond to multi-step instructions. We will retell past events from stories and from our own experiences e.g. talking about our school day or what happened in a story.	We will be working on our directional language-responding to left and right when making maps and going on journeys. We will develop our knowledge of prepositions when tidying the classroom, so that we know where things belong. We will also practise when describing where things are on a route. We will practise asking questions using what, where, when and why to find out more information. We will work on using new vocabulary to talk about what we have found out.	We will continue to develop our vocabulary and how it reflects knowledge and experience. E.g. Children can talk about space, what they know about it, what an astronaut does etc. We will be developing our knowledge of using different tenses to talk about things happening now and in the past. We will be developing our ability to ask questions to find out more information when exploring non-fiction texts. We will start to share our opinions and explain our preferences when talking about favourite planets.	We will be developing our understanding of 'how' and 'why' questions and work on using them in a variety of contexts. E.g. How do animals change as they grow? We will be working on saying increasingly complex sentences to link thoughts and ideas. E.g. This plant did not grow well because... We will be using new acquired vocabulary to name and describe. E.g. children can discuss plants, how they cared for them and what they noticed, applying new vocabulary effectively.	We will be describing pretend objects in play-based situations. For example, when role playing the King's coronation children might use props for their orb and sceptre. We will be developing our knowledge of questioning to understand why things happen. Children will be working on asking questions to visitors rather than just sharing what they know. We will be developing our ability to respond to questions using full sentences. E.g. I think...because... We will be using intonation and rhythm when joining in with stories and rhymes.	We will be explaining what is happening and anticipating what will happen next when. E.g. when reading George and the Dragon, children will be encouraged to talk about what they think might happen to St George. We will be retelling events with accuracy and in the correct order. E.g. Ordering events from Greek stories shared in class. We will be developing our ability to respond to our peers using full sentences. E.g. I agree with... because...
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Literacy

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Reading	We will be exploring fictional texts which include picture books with familiar settings. We will read books all about starting school and explore books relating to families and our homes. We will practise oral retelling of stories and will retell familiar stories in our own words, using new vocabulary. We will begin to look at story language (e.g. 'Once upon a time, 'happily ever after.')	We will be exploring a range of fiction and non-fiction texts based on transport. We will work on joining in with repeated refrains. We will begin to work on anticipating key events in familiar stories.	We will be exploring a range of fiction and non-fiction texts related to space and our solar system. We will be retelling space stories and innovating them to include our own adventures. We will explore labels and facts which give us information.	We will be exploring a range of fiction and non-fiction texts around how plants and animals grow. We will be reading labels and captions related to parts of a plant. We will be reading animal facts and description clues.	We will be exploring a range of fiction and non-fiction texts relating to royalty! Books will explore Kings, Queens and Castles. We will use what we have learnt about royalty in books and stories to help support our role play when portraying different people.	We will look at fiction and non-fiction books from the past. We will develop our oral storytelling to include descriptive language and stories with a beginning, middle and end. We will explore story settings and imagine we are characters at different points of the story. We will develop our knowledge of characters and their personalities.
Writing	We will be exploring mark making in many ways. We will make different patterns and lines using paints, pens and pencils to support our handwriting. We will be drawing pictures to represent our ideas. We will use print around us to support us in labelling our pictures and will begin working on writing our names.	We will continue to explore mark making and develop opportunities for emergent writing. We will be describing the different transport that we have read about and will design and label our own. We will write lists of things we need to take when going on a journey.	We will continue to develop work on writing lists and simple captions. We will be thinking about what we might take to the moon and write astronaut reports on what we might see in space. We will write planet facts and all about our space adventures. We will work on forming letters correctly in our handwriting. (Penpals)	We will keep a diary of seeds that we have planted and begin to record our observations, developing our descriptive sentences. We will write our own clues to help us identify different animals. We will label life cycles and stages of how things grow. We will work on forming letters correctly in our handwriting. (Penpals)	We will be writing fact books about Kings and Queens. We will map the Queen's journey and write instructions to help her find her hat. We will send letters to inform her about what we know. We will work on forming letters correctly in our handwriting. (Penpals)	We will be writing about different characters and settings whilst developing our descriptive vocabulary. We will be writing our own stories which include a beginning, middle and end. We will work on forming letters correctly in our handwriting. (Penpals)

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Poetry and traditional rhymes	Old Mother Hubbard Tommy Thumb Little Bo Beep Mary had a Little Lamb Jack and Jill Little Jack Horner The Oxford Treasury of Nursery Rhymes	Row, Row, Row Your Boat The Wheels on the Bus Down by the Station This Little Puffin My Village	Twinkle, Twinkle 5 Little Men in a Flying Saucer Hey Diddle, Diddle It's Raining, It's Pouring Star Light, Star Bright Zim Zam Zoom	Old MacDonald had a Farm Ladybird, Ladybird Incy Wincey Spider Mary, Mary Quite Contrary Poems out Loud!	The Grand Old Duke of York Sing a Song of Sixpence Humpty Dumpty Old King Cole London Bridge is Falling Down A Treasury of Songs	Jack be Nimble Monday's Child See Saw, Marjory Daw She'll be Coming Round the Mountain Poems to Perform
	We will be developing our ability to perform poetry through our poetry project.					
Mathematics						
(NCTEM – Mastering number)	We will have opportunities to settle into class, learning key times of the day, class routines and where things belong (positional language). We will find, subitise and represent numbers 1, 2, 3, 4. Will be practise reliably counting, cardinality and ordinality. We will explore the composition of number. We will compare numbers to 5 using ‘more than’ and ‘fewer’ than.	We will explore the composition of numbers to 5. We will recognise the numerals 1, 2, 3, 4 and 5. We will be able to identify when there is an equal amount, too many or not enough. We will explore composing and decomposing. We will also become familiar with part-whole models. We will look at circles, triangles and positional language. We will then focus on shapes with 4 sides and look at	We will recognise die patterns to 6. We will be able to order numbers 1-5 and begin to identify the ‘staircase pattern’. We will find ways to partition a set of 5. We will represent the numbers 6 and 7 as ‘5 and a bit’. We will compare items in two sets knowing that it is the amount we compare, NOT the colour or size. We will explore and compare mass and capacity in more depth.	We will continue to practise counting aloud to 10. We will compose numbers in different ways and recap ‘5 and a bit’. We will explore doubles. We will look at 3D shapes and patterns.	We will practise strategies for counting larger sets and we will practise ‘counting on’ from a given number. We will visualise, make and describe spatial arrangements of 6. We will consolidate the use of finger patterns to make 6 and continue exploring the composition of numbers to 10. We will identify missing parts and problem solve with numbers to 10. We will explore number tracks. We will verbally count beyond 20 and practise counting backwards.	We will be doubling, sharing and grouping. We will visualise, build and map using shapes and pattern. We will make connections between all the maths knowledge we have acquired over the year.

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	We will also explore measure and pattern.	simple measurements of time including night and day.	We will explore and compare length, height and time in more depth.		We will also discuss spatial reasoning.	
Understanding the World						
Past and Present (History)	We will explore families, looking at our family members and thinking about when we were babies. We will explore characters in stories. We will look at things to do with the settings and compare them to our experiences. We will begin to develop some idea of chronology in the form of 'before I was born, 'before I came to school' etc.	We will look at transport in the past (motor cars, horse and carriage, penny farthing and locally relevant transport such as barges) We will look at modern day transport now and how some is technologically advanced. We will explore the invention of the steam train and look at the key individual George Stevenson.	We will find out about the Moon Landings and Neil Armstrong. We will look at what astronomers and scientists have found out and know about the solar system. We will learn about women of colour who have visited space.	We will look at farming in the past and compare with modern day use of farming machinery. We will look at historical farmland locally. How has it changed? What was grown? Is it still like that?	We will explore locally significant areas in the past. We will observe and find out about The King's Coronation. We will explore the story of King John and the Magna Carta.	We will be finding out about St George and the Dragon. We will look at why story telling was so significant in the past.
People, culture and communities (Geography)	We will look at our school environment and talk about our journeys to school. We will think about people in our community including our family, school and	We will explore our own experience of transport and look at different forms of transport in our local area. We will consider road safety and how we travel safely.	We will look at astronauts and astronomers including; Mae Jemison Caroline Hershel Tim Peak Sunita Williams	We will explore farming in the local area- what crops are grown here? We will look at different types of fruits and vegetables which we could grow locally.	We will look at the Union flag and flags from other countries that children have connections to. We find out about the monarchy, The King and significant landmarks related to	We will locate the places that feature in the key stories above. We will explore oral storytelling as part of different cultures.

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	people with shared interests (e.g. clubs and hobbies).	We will explore how people from different cultures may travel.		We will look at where other fruit and vegetables that we eat come from.	royalty. (e.g. Buckingham Palace and Windsor Castle.) We will find out about other countries around the world who have King Charles as their Monarch.	We will think about how we share stories within our communities.
The Natural World (Science)	We will explore our amazing bodies. We will look for the first signs of autumn. We will look closely at leaves changing colour and a change in weather.	We will explore different forces used for travelling- including push and pull. We will explore water and air transport. We will look for the first signs of winter. We will talk about why some animals hibernate and how others survive in winter. We will explore transport in the winter- and find out about their characteristics. We will explore changing states of matter, looking closely at ice.	We will find out all about planet Earth, looking at land, sea, weather, gravity etc. We will explore the Solar System, finding out about the planets, The Sun and The Moon. We will look for the first signs of spring. Daffodils, snow drops, lighter days, birds singing etc.	We will look at the life cycles of a butterfly and/or frog. We will find out about different animals and their babies, observing how they change as they grow. We will find out about how plants grow from seeds and bulbs. We will plant our own seeds and observe changes over time. We will identify the parts of a plant. We will look at what is grown in the school grounds and in our local area.	We will be using what we know to think about creating a garden for The King. What could we grow? We will look for the first signs of summer. Including flowers growing, trees becoming green, warmer/longer days, bees and butterflies in nature.	We will continue work on summer and how we can stay safe in the sun. We will also learn how to be safe around water.
Personal, Social and Emotional Development						
	We will talk about our classroom and school rules. We will be establishing our	We will be exploring teamwork, talking about what	We will be exploring ways to involve everyone and look at	We will be finding out about what makes a healthy diet to help us grow.	We will be talking about ways in which we can be more independent. We will look at	We will be exploring challenges and what happens when things are

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	'Behaviours for Learning' and sharing ideas about what this looks like to ensure our classroom is a happy and safe place to learn. We will begin to explore feelings- what feelings do we know and what can we do if we are upset or angry?	we can do to help each other and ways to work as a team. We will develop ways to help us wait and take turns.	diversity within our school and the wider community.	We will think about what we need to eat and how we look after our bodies. We will explore ways to keep ourselves clean and talk about the importance of oral health.	things we can try for ourselves and ways in which we can help others. We will be exploring the feeling of being worried and what we can do if we are worried or nervous.	difficult. We will explore ways in which we can persevere. We will talk about and prepare for the challenge of moving into year one.
Physical Development						
Gross Motor Skills	We will be developing our spatial awareness and working as a team in multi-step instruction games. We will be using wheeled toys outside with increasing control.	We will be developing our spatial awareness. We will be dancing to music and moving with control around the floor.	We will explore invasion games with throwing and catching. We will work on balancing, including standing on one leg, walking along a bench etc.	We will be continuing to improve our spatial awareness. We will explore running, jumping, hopping and know how to jump and land safely. We will be developing sequences of movement.	We will be exploring team games, including relays and round robin events involving throwing and catching etc.	We will be exploring races and obstacle courses in preparation for Sports Day. We will be running, jumping, hopping, travelling under and over obstacles, throwing etc.
Fine Motor Skills	We will be manipulating playdough into different shapes. We will be drawing our ideas regularly to improve our pencil control. We will be developing our scissors skills, making snips in paper and cutting simple outlines.	We will be developing our pencil control by drawing maps for different transport journeys. We will be cutting and joining materials to make junk model vehicles. We will be using larger cutlery and tools when baking.	We will be using pipettes, paintbrushes and syringes when exploring paint. We will be using tweezers to rescue moon rock. We will continue to develop our pencil control by adding increasing detail to our drawings.	We will be using cutlery and small tools to cut fruit and vegetables. We will add detail to our paintings and drawings of flowers and plants. We will explore leaf rubbings.	We will be sewing as part of making some celebratory bunting for The King. We will increasingly develop our cutting skills by following lines with accuracy when cutting more complex shapes.	We will be increasingly developing our finger strength by manipulating clay to create sculptures. We will be using small tools to add different marks and effects. We will be developing scissor strength by cutting textured paper and card.

Expressive Arts and Design						
Creating with Materials	We will be exploring different lines and taking a line for a walk!	We will be exploring colour and colour mixing. We will paint with primary colours and make secondary colours. We will be using these to create our own versions of Kandinsky's Concentric Circles.	We will explore different materials to make a spacesuit.	We will be exploring what we can see in the world around us. We will be studying Van Gogh's sunflowers and look at the different marks he used to create his art. We will be creating our own sunflower artwork.	We will be exploring materials, weaving and sewing our own celebratory bunting for the King's celebration. We will explore which materials are most effective.	We will be exploring and manipulating clay to create our own mythical creatures.
Being Imaginative	We will be exploring rhythm, pulse and sound. We will be listening carefully to identify different sounds and we will explore sounds that we can make with our bodies. We will sing a range of songs.	We will be working on singing as part of a group and matching different pitch. We will be practicing group songs in preparation for our Christmas nativity performance.	We will explore creating repeating patterns of music. We will explore listening to sounds and playing them back. We will use technology to support us in creating patterns of music.	We will explore sounds by playing various singing games. We will play call and response games and improvise songs which are familiar.	We will be exploring the sounds of different instruments and engage in a variety of games to help us explore sounds and patterns of sound.	We will use our knowledge of different instruments to help us make our own compositions using percussion instruments.
Art/Artist	Hundertwasser (using lines- Each Peach Pear Plum setting)	Kandinsky (link to shape work in maths)	Jaxson Pollock (space/galaxy)	Van Gogh (Sunflowers)	Alexander Calder (Sculpture)	Compare Greek sculpture to modern sculpture.
Religious Education (Discovery RE)	We will be talking about and sharing ideas about special people. What makes people special?	We will be talking about Christmas and the Christmas story. What is Christmas?	We will be exploring different celebrations. How do people celebrate?	We will be talking about Easter and the Easter story. What is Easter?	We be exploring stories from different faiths. What can we learn from stories?	We will be talking about special places. What makes a place special?
Possible Trips/Visitors	Walks around the school grounds and environment as well as the local area.	Local walk to post-box/bakery	Local winter walk	Local area gardening project or attraction Visit from a tractor	Virtual castle tour Live performance from musicians	Poet or author visit Animal experience in school

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Special Events to be added as necessary						
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