



Reception Long Term Plan 2025-26- Cornerstones Sequence B

Subject	Autumn 1 Let's Explore!	Autumn 2 Marvellous Machines	Spring 1 Long Ago	Spring 2 Ready Steady Grow	Summer 1 Animal Safari	Summer 2 On the Beach
<p><u>UTW – The Natural World (Science)</u></p>	<p>Breadth Understanding the world (Breadth) Create simple programs.</p> <p>Knowledge Reception Technological toys need instructions to achieve an outcome.</p> <p>Skill Reception Input simple instructions to technological toys, including floor robots and onscreen sprites.</p> <p>Breadth Understanding the world (Breadth) Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Knowledge Reception A shadow is the same shape as the object that makes it. Shadows change during the day.</p>	<p>Knowledge Reception Many appliances at home and school need electricity to work. The appliances need to be attached to electricity through a plug and socket, or use batteries.</p> <p>Specific knowledge Reception A machine is a man-made device.</p> <p>Machines need power to move or perform an action.</p> <p>Breadth Understanding the world (Breadth) 5 Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Knowledge Reception Some light sources need electricity or batteries to work, such</p>	<p>The natural world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Knowledge Reception Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.</p> <p>Skill Reception Describe simply how weather changes as the seasons change.</p>	<p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Knowledge Reception Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves.</p> <p>Skill Reception Name and describe basic features of plants and trees.</p> <p>Skill Reception With support, observe, record and talk about materials and living things.</p> <p>Knowledge Reception Animals are living things. There are different types of animal. Parent and baby mammals</p>	<p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Knowledge Reception Different animal groups have some common body parts, such as birds have wings and fish have fins.</p> <p>Skill Reception Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Skill Reception With support, observe, record and talk about materials and living things.</p>	<p>The natural world 19 Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Skill Reception With support, observe, record and talk about materials and living things.</p> <p>Skill Reception Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</p> <p>Breadth Understanding the world (Breadth) 5 Develop</p>

	<p>Skill Reception Make a shadow bigger or smaller using toys, play equipment and a light source.</p> <p>Skill Reception With support, observe, record and talk about materials and living things.</p>	<p>as a torch, and some do not, such as candles.</p>		<p>include cow and calf, sheep and lamb, and cat and kitten. Parent and baby birds include duck and duckling, chicken and chick, and goose and gosling.</p> <p>Skill Reception Match animals to their young.</p>		<p>p scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Knowledge Reception Some objects float and others sink. When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface.</p> <p>Skill Reception Describe, predict and sort things that float and sink and talk about the forces that they can feel.</p>
<p><u>UTW – Past and Present (History)</u></p>	<p>People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Skill Reception Discuss how the local environment has changed over time using photographs and first-hand experiences</p>	<p>Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Skill Reception Describe some similarities and differences between things in the past and the present.</p> <p>Past and present Talk about the lives of the people</p>	<p>Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Knowledge Reception Objects from the past can look different to objects from the present.</p> <p>Skill Reception Make observations about objects and artefacts from the past, such as</p>	<p>Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Skill Reception Put familiar events in chronological order, using pictures and discussion.</p> <p>Skill Reception Describe some similarities and differences between things in the past and the present.</p>	<p>Past and present Talk about the lives of the people around them and their roles in society</p> <p>Skill Reception Talk about the different occupations that familiar adults and members of their community have.</p>	<p>Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Knowledge Reception Words that help us to describe the passage of time include yesterday, last week, before and then.</p> <p>Skill Reception Order and sequence a</p>

		<p>around them and their roles in society.</p> <p>Specific knowledge Reception</p> <p>The emergency services include fire and rescue, police, RNLI and the ambulance service.</p> <p>Skill Reception Talk about the different occupations that familiar adults and members of their community have.</p> <p>Knowledge Reception The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</p>	<p>toys, clothes and other items relating to everyday life</p> <p>Skill Reception Put familiar events in chronological order, using pictures and discussion.</p> <p>Knowledge Reception The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</p> <p>Skill Reception Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Skill Reception Explore and talk about important events in the school or locality's history.</p> <p>Skill Reception Talk about past and present events in their own lives and those who are important to them</p>			<p>familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p> <p>Knowledge Reception The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</p> <p>Skill Reception Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p>
<p><u>UTW- The Natural World/People, culture and</u></p>	<p>Knowledge Reception A habitat is a place where living things live. Local habitats include woodlands, gardens</p>		<p>Knowledge Reception Litter has a harmful effect on the areas where we live, work and play. People need</p>	<p>The natural world Understand some important processes and changes in the natural</p>	<p>People, culture and communities Explain some similarities and differences between</p>	<p>People, culture and communities Describe their immediate environment using</p>

<p><u>communities (Geography)</u></p>	<p>and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic.</p> <p>Skill Reception Observe and describe living things and their habitats within the local environment.</p>		<p>to put their rubbish into the bin and not throw it on the ground.</p> <p>Skill Reception Describe ways to look after the immediate environment.</p>	<p>world around them, including the seasons and changing states of matter.</p> <p>Knowledge Reception A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic.</p> <p>Specific knowledge Reception A farm is an area of land and its buildings used for growing crops and rearing animals.</p> <p>Skill Reception Observe and describe living things and their habitats within the local environment.</p> <p>People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Knowledge Reception A map is a picture</p>	<p>life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Skill Reception Describe how the weather, plants and animals of one place is different to another using simple geographical terms</p> <p>Skill Reception Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources</p>	<p>knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Knowledge Reception</p> <p>Geographical information can be collected by using simple tally charts and pictograms.</p> <p>Skill Reception Begin to collect simple geographical data during fieldwork activities</p> <p>People, culture and communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Knowledge Reception Globes and maps can show us the location of different places around the world.</p> <p>Skill Reception Begin to notice and talk about the</p>
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				<p>or drawing of an area of land or sea.</p> <p>Skill Reception Make and use simple maps in their play to represent places and journeys, real and imagined.</p>		<p>different places around the world, including oceans and seas</p> <p>Skill Reception Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p>
<p>PSED –(HRE /PSHE)</p> <p>Think Equal Resources</p>	<p>Knowledge Reception Everybody is an individual and has things that they can do well and things that they need to get better at.</p> <p>Skill Reception Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge.</p>	<p>Breadth PSED Use technology safely and respectfully with support from adults.</p> <p>Knowledge Reception Know that if they see something online that makes that sad, scared or worried, they should tell an adult straight away.</p> <p>Skill Reception Describe what they would do if they saw something online that made them sad, scared or worried</p>	<p>Building relationships 2 Form positive attachments to adults and friendships with peers.</p> <p>Knowledge Reception Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers.</p> <p>Skill Reception Build constructive and respectful relationships and talk about the special people in their lives and why they are important.</p>	<p>Managing self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Knowledge Reception</p> <p>Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy.</p> <p>Skill Reception Look after basic hygiene and personal needs and talks about the importance of good oral health.</p> <p>Managing self 8 Manage their</p>	<p>Self-regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Knowledge Reception Everybody is an individual and has things that they can do well and things that they need to get better at.</p> <p>Skill Reception Talk about what they are good at and what they want to get</p>	<p>Managing self 8 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Knowledge Reception Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.</p> <p>Skill Reception Talk about why it is important to stay safe in the sun</p> <p>Managing self Explain the reasons for rules, know right from</p>

				<p>own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Knowledge Reception</p> <p>Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene.</p> <p>Skill Reception Talk about what constitutes a healthy lifestyle.</p> <p>Knowledge Reception</p> <p>Washing and drying their hands, especially after using the toilet and before eating, helps stop the spread of harmful germs.</p> <p>Skill Reception Wash and dry hands regularly and say why this is important.</p>	<p>better at and show resilience and perseverance in the face of challenge.</p>	<p>wrong and try to behave accordingly.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p> <p>Knowledge Reception It is important to share resources and take turns in order to get on with others.</p> <p>Skill Reception Play cooperatively with others and take turns</p> <p>Skill Reception Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends.</p>
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<p><u>UTW-People, Culture and Communities (R.E/Computing)</u></p>	<p>Key Question –F1 - Which stories are special and why?</p> <p>Breadth Understanding the world (Breadth) 6 Use technology to record their work and ideas.</p> <p>Skill Reception Use age-appropriate software to create images and record sounds and videos.</p> <p>Knowledge Reception Technological toys need instructions to achieve an outcome.</p> <p>Skill Reception Input simple instructions to technological toys, including floor robots and onscreen sprites</p>		<p>Key Question –F2 - Which people are special and why?</p> <p>People, culture and communities 4 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.</p> <p>Skill Reception Show an awareness of the similarities and differences between people in different communities and groups from around the world</p>		<p>Key Question –F3 - Which places are special and why?</p> <p>People, culture and communities 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.</p> <p>Knowledge Reception Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities</p>	
<p><u>Expressive Art and Design (Music, Art, D & T)</u></p>	<p>Creating with materials Share their creations, explaining the process they have used.</p> <p>Skill Reception Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences</p> <p>Creating with materials 42 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Being imaginative and expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Expressive arts and design (Breadth) 1 Use pictures, interests and experiences to inspire their creations.</p> <p>Skill Reception Use age-appropriate software to create images and record sounds and videos.</p> <p>Creating with materials 42 Safely</p>	<p>Being imaginative and expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Skill Reception Learn and sing songs and rhymes as part of a larger group</p> <p>Skill Reception Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.</p> <p>Fine motor skills Use a range of small tools,</p>	<p>Being imaginative and expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Being imaginative and expressive Sing a range of well known nursery rhymes and songs.</p> <p>Skill Reception Learn and sing songs and rhymes as part of a larger group.</p> <p>Skill Reception Sing well-known songs and nursery rhymes in a</p>	<p>Creating with materials Share their creations, explaining the process they have used.</p> <p>Specific knowledge Reception</p> <p>Animals build homes to provide shelter from the elements and other animals.</p> <p>Skill Reception Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas,</p>	<p>Breadth Expressive arts and design (Breadth) Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Knowledge Reception</p> <p>Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking.</p> <p>Skill Reception Select appropriate</p>

		<p>use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Knowledge Reception Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Skill Reception Use natural materials and loose parts to make 2-D and 3-D art.</p> <p>Creating with materials 10 Share their creations, explaining the process they have used.</p> <p>Knowledge Reception Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used.</p> <p>Skill Reception Describe what, why and how something was made and compare with others.</p>	<p>including scissors, paint brushes and cutlery.</p> <p>Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Knowledge Reception Different types of art include painting, drawing, collage, textiles, sculpture and printing.</p> <p>Skill Reception Create art in different ways on a theme, to express their ideas and feelings.</p>	<p>group or on their own, increasingly matching the pitch and following the melody.</p> <p>Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Creating with materials Share their creations, explaining the process they have used.</p> <p>Knowledge Reception Recognise that it is possible to change and alter their designs and ideas as they are making them.</p> <p>Skill Reception Adapt and refine their work as they are constructing and making.</p> <p>Knowledge Reception Aspects of designing and making can be compared with others, including inspiration</p>	<p>interests or experiences.</p> <p>Skill Reception Communicate their ideas as they are creating artwork</p>	<p>materials when constructing and making.</p> <p>Breadth Expressive arts and design Explore playing a variety of percussion instruments.</p> <p>Knowledge Reception The different sounds that instruments make can be used to represent feelings, images or stories.</p> <p>Skill Reception Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.</p> <p>Creating with materials Share their creations, explaining the process they have used.</p> <p>Knowledge Reception Digital devices can be used to share information about creations with others.</p> <p>Skill Reception Use digital devices to take digital images or recordings of</p>
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				<p>for making a product and the tools and techniques used.</p> <p>Skill Reception Describe what, why and how something was made and compare with others</p> <p>Knowledge Reception The primary colours are red, yellow and blue.</p> <p>Skill Reception Use primary and other coloured paint and a range of methods of application.</p>		<p>their creations to share with others.</p> <p>Knowledge Reception Recognise that it is possible to change and alter their designs and ideas as they are making them.</p> <p>Skill Reception Adapt and refine their work as they are constructing and making</p>
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<p><u>Physical Development (P.E)</u></p>	<p>Agility, Space and Movements</p> <p>Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Skill Reception Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.</p>	<p>Dance – Fairy Tales</p> <p>Fine motor skills Begin to show accuracy and care when drawing.</p> <p>Knowledge Reception Different types of line include thick, thin, straight, zigzag, curvy and dotted.</p> <p>Skill Reception Select appropriate tools and media to draw with</p> <p>Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Skill Reception Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p>	<p>Ball Skills</p> <p>Fine motor skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Skill Reception Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</p> <p>Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Skill Reception Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.</p> <p>Skill Reception Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p>	<p>Gymnastics – Balance</p> <p>Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Specific knowledge Reception</p> <p>Regular exercise helps to keep us healthy.</p> <p>Exercise makes our hearts beat faster, and we get out of breath.</p> <p>Skill Reception Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.</p>	<p>Dance – Minibeasts</p> <p>Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Skill Reception Move confidently in a range of ways and safely negotiate space, obstacles and terrains</p> <p>Gross motor skills Demonstrate strength, balance and coordination when playing.</p> <p>Skill Reception Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength</p> <p>Skill Reception Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p>	<p>Athletics</p> <p>Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Skill Reception Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p>
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