



Moor End Primary School

Reception Long Term Overview 2025-26

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	 I wonder if... all families are the same?	 I wonder who... keeps us safe?	 I wonder where... your journey will take you?	 I wonder what... you can imagine?	 I wonder why... everything changes?	 I wonder how... we look after our world?
Time Period	7 weeks and 3 days	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Possible Themes/interests/ Lines of Enquiry	Families and School Community What makes us unique? Feelings Autumn	Heroes, occupations, people Halloween Bonfire Night Remembrance Day Know how to keep safe and who keeps us safe. Christmas Story Christmas around the world.	Antarctica, places, journeys Winter Chinese New Year Comparing/exploring environments/places Antarctica maps weather	Imagination Pancake Day Spring/Holi Easter Eid Fairy Tales/ Traditional stories	Growth Planting Farm animals Life cycles-Frog Internet safety	Environment Looking after our planet- focus sea Exploring Reduce, reuse and recycle Transition Summer celebration
High Quality Text	<i>Our Class is a family</i> <i>Super Duper You</i> <i>All kinds of families.</i> <i>Amazing</i> <i>The Great big Book of Families.</i> <i>Daisy's Dragons</i> <i>A book about kindness</i> <i>Squirrel's Autumn search</i> <i>Leaf Man</i> <i>The very friendly hedgehog</i> <i>Say goodnight to the sleepy animals.</i>	<i>The witch's cat and the cooking catastrophe.</i> There's a Superhero in my book <i>Christopher Pumpkin</i> Heroes who help us from around the world <i>Max</i> Charlie's Superhero Underpants <i>Superheroes Don't Get Scared...or do they?</i>	<i>Lost and Found</i> <i>Up and Down</i> <i>The emperors egg</i> Antarctica <i>Geronimo</i> The Journey <i>Jonty Gentoo</i> What do you see around the world? <i>All about weather.</i>	<i>The Great Fairytale Disaster</i> Use your imagination <i>You choose Fairy tales</i> Mr Wolf's Pancakes <i>Little Red and the very Hungry Lion</i> The Little Red Reading Book <i>Cinderella's sister and the big bad wolf</i> The Deep Dark	<i>An egg is quiet.</i> The enormous potato. <i>Oliver's Vegetables.</i> My First Book about how things grow <i>From seed to sunflower.</i> Wangari's trees of Peace. <i>Chicken Clicking</i> #Goldilocks (A hashtag Cautionary Tale)	<i>We're all wonders</i> Harry saves the ocean <i>Fish don't sneeze.</i> Saving Tally <i>Too much stuff!</i> Clean up <i>Little Mouse, the Red Ripe Strawberry and the big hungry bear</i> (transition unit book)



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		What the ladybird heard at Christmas? <i>The Jolly Christmas Postman</i>				
	<u>Talk for Writing</u> Peace at Last	<u>Talk for Writing</u> The Nativity	<u>Talk for Writing</u> The way back home	<u>Talk for Writing</u> The Three Billy Goats Gruff	<u>Talk for Writing</u> The Enormous Turnip.	<u>Talk for Writing</u> The Three Clever Rainbow Fish.
Inspirational Figures to be studied.	King Charles II (Historical)	Florence Nightingale (Medicine)	Mae Jemison (Transport)	Julia Donaldson (Author)	Wangari Maathai (Naturalist)	David Attenborough (Naturalist)
Diversity texts to be read throughout the Year during story time sessions. Texts to introduce BAME characters, diversity, difference and disability.		<u>Bame Texts</u> So much by Trish Cooke. Astro Girl by Ken Wilson-Max. Baby goes to market by Atinuke. Full, Full. Full of Love by Trish Cooke. Izzy Gizmo by Pip Jones. Little People, big dreams books e.g. Marcus Rashford.	<u>Cultural diversity</u> The great big book of families by Mary Hoffman. Maisie's Scrapbook by Samuel Nahah. Hats of faith by Medeia Cohan. Golden Domes and Silver lanterns by Herna Khan.	<u>Neurodiversity</u> We're all wonders by P J Palacio. Perfectly Norman by Tom Percival. Incredible You by Rhys Brisenden and Nathan Reed. I see things differently by Pat Thomas. What makes me a me? By Ben Faulks.	<u>Physical Disabilities</u> It's ok to be different by Sharon Purtill. When Charley met Emma by Amy Webb. Only one you by Linda Kranz. Happy to be me by Emma Dodd.	<u>Different Famillies</u> My two Grandads by Floella Benjamin. The girl with two dads by Mel Elliott. We are Family by Patricia Hegarty. More People to love meby Mo O'Hara. Our Class is a family by Shannon Olsen. Heather has two mummies by Leslea Newman.



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Communication and Language	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences.	Describe events in some detail.	Listen to and talk about stories to build familiarity and understanding.	Retell the story once they have developed a deep familiarity with text; some as exact repetition and in their own words.
	Develop social phases.	Connect one idea or action to another using a range of connectives.	Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	Engage in non-fiction books.	Engage in non-fiction books.	Use new vocabulary.
	Learn new vocabulary and use the new vocabulary through the day.	Engage in story times.	Engage in non-fiction books.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about selected non-fiction books.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Learn new vocabulary Use the new vocabulary throughout the day.					
	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.					
	Use new vocabulary in different contexts					
Personal, Social and Emotional Development (All statements will apply on an ongoing basis throughout the Reception Year).	See themselves as a valuable individual.	Build constructive and respectful relationships.	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 own needs and being able to compromise.
Kapow Themes	Self-regulation: My feelings.	Building Relationships: Special relationships.	Managing self: Taking on challenges.	Self-Regulation: Listening and following instructions.	Building relationships: My family and friends.	Managing self:My Wellbeing:



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Physical Development	Further develop the skills they need to manage the school day successfully; lining up, mealtimes, personal hygiene. Move around safely, follow instructions and stop safely. Develop control of equipment, playing safely, following a path and taking turns.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running hopping, skipping, climbing.	Create short sequences using shapes, balances and travelling actions. Develop balance, jumping from height and landing safely. Develop rocking and rolling. Exploring apparatus and create sequences	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, eating, tooth brushing, sensible amounts of 'screen time,' having a good sleep routine, being a safe pedestrian. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. Exploring movement, pathways, shapes, expressing ideas, copying, linking and repeating actions. To ride a two wheeled pedal bike (Lancashire cycle scheme).	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop accuracy when throwing, keeping score, following instructions and striking a ball. To work co-operatively as a team and to play by the rules.
Get Set 4 P.E Unit Focus	Unit 2- Introduction to P.E unit.	Unit 2- Fundamentals.	Unit 2- Gymnastics.	Unit 2- Ball Skills.	Unit 2- Dance	Unit 2- Games.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop overall body-strength, balance, co-ordination and agility.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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Literacy See separate, more detailed long term plan broken down for: • Comprehension. • Word Reading. • Composition • Phonics. • Writing. • Spelling. • Handwriting. • Helicopter stories. Drawing club to be part of the Literacy curriculum.	Recognise letters in own name. Beginning to say the sounds for individual letters. Blending and segmenting orally.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Write simple sentences with a full stop.	Write short sentences with words with known letter-sound correspondence and a capital letter and full stop. Re-read what they have written to check it makes sense.
Phonic Phases Red Rose Letters and Sounds	<u>Phase 1/2</u> Consolidate Phase 1 Begin Phase 2 s a t p i n m d g o c k s pronounced /z/ <u>Tricky words</u> the	<u>Phase 2</u> ck e u r h b f ff l ll ss Consolidate Phase 2 <u>Tricky words</u> I to go no into the	<u>Phase 3</u> v w x y z/zz qu ch sh th/th ng Consolidate as required <u>Tricky words</u> he she we be me was my you they	<u>Phase 3</u> ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required <u>Tricky words</u> her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	<u>Phase 3/4</u> ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 <u>Phase 4</u> CVCC & CCV <u>Tricky words</u> come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4)	<u>Phase 4</u> CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. <u>Tricky words</u> Consolidate said so have like some come were there little do one when out what Teach it's



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics (White Rose)	Two week baseline. Match, sort and compare Talk about measure and patterns.	It's me 1, 2, 3 (focusing on 1 to 3) Circles and Triangles 1, 2, 3, 4, 5 focus Shapes with 4 sides.	Alive in 5 Mass and Capacity Growing 6, 7, 8.	Length, height and time Building 9 and 10 Explore 3D shapes.	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	Visualise, build and map Making connections
	Rote counting, counting objects, shape (2D), number sense, number recognition, number graphics, calculating					
Maths Mastery	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	
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Understanding the World	Seasonal Changes- Understand the effect of changing seasons on the natural world around.	Recognise that people have different beliefs and celebrate special times in different ways. Guy Fawkes/Florence Nightingale, compare and contrast figures from the past.	Seasonal changes. Recognise some environments that are different to the one in which they live. Talk about experiences at different points in the year.	Seasonal changes- Draw information from a simple map. Compare and contrast characters from stories, including figures from the past.	Explore the natural world around them. After close observations, draw pictures of the natural world, including plants. Recognise some similarities and differences between life in this country and life in other countries. Comparing places on google Earth.	Seasonal changes- Understand that some places are special to members of their community. Comment on images of familiar situations in the past. After close observations, draw pictures of the natural world, including animals. Discuss how we care for the natural world.
	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside. Watch Magic Grandad series - Florence Nightingale Picture News weekly focus.					
Computing Kapow	Computing through Continuous provision	Computing systems and networks. Using a computer.	Programming 1 All about instructions	Computing systems and networks. Exploring hardware	Programming 2 Using Bee-Bots	Data Handling Introduction to data
Online Safety		Online safety through stories such as #Goldilocks- A hashtag cautionary Tale and Chicken Clicking and Old Macdonald had a phone, all by Jeanne Willis and Tony Ross.				
R.E						



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Lancashire Scheme of work	Key Question: Why are some things special? Special Times: How and why do we celebrate? What times are special for different people and why?		Key Question: Why are some things special? Special Times: Special stories: Why are some stories special? What special messages can we learn from stories?		Key Question: Why are some things special? Special Places: What is special about our world?	Key Question: Why are some things special? Special Places: What buildings and places are special to different people?
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design- Music focus	Exploring sound Vocal sounds Body sounds Instrumental sounds Environment sounds Nature sounds	Songs and rhymes related to Christmas. Celebration music Traditional Christmas Christmas action songs	Music and Movement Action songs. Finding the beat Exploring Tempo Exploring tempo and pitch through dance Listen attentively, move to and talk about music, expressing their feelings and responses.		Transport Exploring different types of transport- Trains Boats Cars The Transport Journey	Big Band What makes an instrument? Introduction to the orchestra. Follow the beat Tuned and untuned instruments. Big Band performance
Expressive Arts and Design See Kapow guidance	Develop storylines in their pretend play. Helicopter stories- starting to add actions to a story lead aloud.	Sing in a group or on their own, increasingly matching pitch and following the melody.	Create collaboratively sharing ideas, resources and skills.		Return to and build on their previous learning, refining ideas and developing their ability to represent them.	
	Drawing Marvellous marks Mark making with crayons, felt-tips, chalk. Observational drawings. Drawing faces and faces in colour.	Structures: Junk Modelling Exploring junk modelling Cutting and scissor skills Choosing resources Making models Evaluation and presentation Temporary joins.	Textiles: Bookmarks Exploring threading and weaving. Paper weaving Sewing with hessian Designing, creating and evaluating bookmarks.	Painting and Mixed media :Paint My World Finger painting Outdoor painting Painting to music Collage and transient art. Group art.	Sculptures and 3D Creation Station. Clay Playdough 3D Landscape art Designing, creating and painting animal structures.	Structures: Boats Waterproof materials Floating and sinking Boats Investigating, designing, creating and testing boats .
	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.					

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Basic Vocabulary Linked to Seven areas. In addition weekly vocabulary taught linked to book or theme.



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Communication and Language	Personal Social and Emotional Development	Physical Development.	Literacy	Maths	Expressive Arts and Design
Explain Describe Question Answer Who, what, how?	Emotions Fair Frustrated Worried Confused Angry Upset Try Challenge Germs Exercise	Balance Grip Throw Catch Bounce Roll High/low Pinch Fingers Hop	Fiction Non-Fiction Information Facts Write Sentence Question Sounds	High Low Heavy Light Bigger Smaller	Print Design Pulse Rhythm Story Tell Imagine Noisy Fast Slow

Understanding the World			
Link to History	Link to Geography	Link to science	Link to R.E
History Prehistoric Future Today Tomorrow Yesterday First Next After Before	Sea Land Globe Hot Cold Ice Winter Summer Building	Dissolve Experiment Investigate Same Different Observe Grow Change Float/Sink	Festival Special Different Same Culture Religion

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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British Values Taught throughout the year.	<u>Mutual Respect</u> We are all unique we respect differences between different people and their beliefs. In our community, in this country and all around the world. All cultures are learned, respected and celebrated. Through valuing differences through stories and circle time discussions.	<u>Mutual tolerance</u> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs, and for those without faith. Through looking at special times in different religions.	<u>Rule of Law</u> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise we are accountable for our actions. We must work together as a team when it is necessary. Through Class rules.	<u>Individual Liberty</u> We all have the right to have our own views. We are all respected as individuals we feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Involved in class discussions and activities.	<u>Democracy</u> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. Involved in class votes.	<u>Recap all British Values.</u> Fundamental British values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British values are not exclusive to being British and are shared by other democratic countries.
Assessment Opportunities	Baseline data on entry (school). National Baseline data within first 2 weeks. Pupil Progress meeting sharing children on track or not from baseline. Phonic assessment EYFS team meetings.	Ongoing assessments. Phonics assessment. Key word assessment. Internal moderation with EYFS staff. Parent's evening information. EYFS team meetings.	Ongoing assessment. Pupil Progress meetings. Project GLD at end of year. Moderation with local cluster group. EYFS team meetings.	Ongoing assessment. Parent's Evening information. End of term assessments. Phonic assessment. Key word assessment.	Ongoing assessment. Pupil progress meetings. Cluster moderation. EYFS team meetings.	Final assessment against ELGs reported to head teacher and Lancashire authority. Reports out. Final phonic and key word assessment. Transition with Year 1 teacher on data.



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Parent Involvement	Seesaw and Tapestry involvement. Encouragement to post experiences from home to share during class assembly time. Parents to watch phonic lesson.	Seesaw and Tapestry posts from home. Friendly Morning activities (parents or grandparents in school). Parent's Evening. Nativity performed in school.	Seesaw and Tapestry posts from home. Friendly Morning activities (parents or grandparents in school).	Seesaw and Tapestry posts from home. Friendly Morning activities (parents or grandparents in school). Parent's Evening.	Seesaw and Tapestry posts from home. Friendly Morning activities (parents or grandparents in school).	Seesaw and Tapestry posts from home. Summer celebration. Sports day. Strawberry Tea-end of year transition party. Opportunity to meet Year 1 class teacher.
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