Howard Park Community School
Long Term Planning 2026-27
Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	*Super Me*	*Fantastic Festivities*	*Big Wide World*	*Terrific Tales*	*Down on the Farm*	*Oh, I do like to be beside the Seaside*
Communication and Language	**Listening, Attention and Understanding:** Sitting on the carpet for short inputs; following simple instructions. **Speaking:** Uses talk in role play.	**Listening, Attention and Understanding:** Engage in conversation with familiar adults and peers; ask relevant questions. **Speaking:** Uses relevant vocabulary; begin using past and present tense.	**Listening, Attention and Understanding:** Reflect previous experiences; adds details when recounting events. **Speaking:** Talk about interests; imaginative play with various objects.	**Listening, Attention and Understanding:** Reasoning and links; developing opinion. **Speaking:** Speaking in front of a small group; begin to work through challenges in play.	**Listening, Attention and Understanding:** Questions to clarify; sustained conversation. **Speaking:** Narrative/story language in sustained play; explain ideas with conjunctions.	**Listening, Attention and Understanding:** Listens attentively in group situations; relevant questions, comments and actions. **Speaking:** Rich vocabulary; speaking in full sentences.
PSED	**Self-Regulation:** Expressing feelings; recognising upset in peers. **Managing Self:** Coat on and off; join adult initiated activities; independent toileting. **Building Relationships:** Making new friends.	**Self-Regulation:** Identifying simple emotions; develop independence in following routines. **Managing Self:** Healthy food and habits; fastening coat; classroom rules. **Building Relationships:** Joining in with group play, forming friendships.	**Self-Regulation:** Follow two step instructions. **Managing Self:** Dressing for PE; making sensible choices. **Building Relationships:** Conversations with peers.	**Self-Regulation:** Solving small conflicts; increased patience. **Managing Self:** Understand consequences; developed independence; healthy foods. **Building Relationships:** Showing empathy; developing turn taking.	**Self-Regulation:** Understand own and others' feelings. **Managing Self:** Confidence in new experiences; perseverance and resilience. **Building Relationships:** Positive attachments.	**Self-Regulation:** Set and work towards goals; follow more complex instructions. **Managing Self:** Manage personal needs; explain reasons for rules. **Building Relationships:** Co-operation and empathy.
RSHE	**BM (Being Me in My World)** 'Who am I and how do I fit?'	**CD (Celebrating Difference)** Respect for similarity and difference. Anti-bullying and being unique	**DG (Dreams and Goals)** Aspirations, how to achieve goals and understanding the emotions that go with this	**HM (Healthy Me)** Being and keeping safe and healthy	**RL (Relationships)** Building positive, healthy relationships	**CM (Changing Me)** Coping positively with change
Physical Development	**Gross Motor Skills:** Movement skills and balance. **Fine Motor Skills:** Dominant hand; scissor work.	**Gross Motor Skills:** Ball control, obstacle courses. **Fine Motor Skills:** Zip up coat, begin to form letters.	**Gross Motor Skills:** Manipulate speed. **Fine Motor Skills:** Adding intentional details on creations.	**Gross Motor Skills:** Smaller balls, co-ordination. **Fine Motor Skills:** Pencil control, consistent letter formation.	**Gross Motor Skills:** Negotiate space; develop strength. **Fine Motor Skills:** Develop use of range of small tools.	**Gross Motor Skills:** Confidence in movement skills. **Fine Motor Skills:** Stable pencil control; accuracy when drawing.

English	*Name Recognition/Writing* **Comprehension:** Simple predictions. **Word Reading:** Initial sounds, begin to orally blend. **Writing:** Writing single letters.	*Lists and Labels* **Comprehension:** Re-enacting stories; range of books. **Word Reading:** Initial sounds, begin to blend CVC words. **Writing:** Grapheme/phoneme correspondence; anti-clockwise and vertical line movements.	*Story Work* **Comprehension:** Story structure and description. **Word Reading:** Recognise some familiar words. **Writing:** Spell and scribe CVC words; writing for a wider purpose.	*Instructions* **Comprehension:** Re-call information, story vocabulary. **Word Reading:** Read simple sentences; develop fluency. **Writing:** Short sentences; upper and lowercase letters.	*Story Work* **Comprehension:** Re-read own writing. **Word Reading:** Letter sounds and digraphs. **Writing:** Short narrative writing; re-reading writing.	*Recount* **Comprehension:** Anticipate events; use relevant vocabulary for wider purposes. **Word Reading:** Common exception words; sentence reading. **Writing:** Letter formation; phonetic spelling; sentences can be read by others.
Mathematics	**White Rose Maths Units** Getting to know you; Match, Sort and Compare; Talk About Measure and Patterns	**White Rose Maths Units** It's Me 1, 2, 3; Circles and Triangles; 1, 2, 3, 4, 5; Shapes with 4 Sides	**White Rose Maths Units** Alive in 5; Mass and Capacity; Growing 6, 7, 8	**White Rose Maths Units** Length, Height and Time; Building 9 and 10; Explore 3D Shapes	**White Rose Maths Units** To 20 and Beyond; How Many Now?; Manipulate, Compose and Decompose	**White Rose Maths Units** Sharing and Grouping; Visualise, Build and Map; Making Connections
Understanding the World	**Past and Present:** **Families. Growing and Changing** Talk about members of their immediate family and community. Name and describe people who are familiar to them. Listen to what children say about their own experiences with people who are familiar to them. **People, Culture and Communities:** Where do I live? Where is my school? What is it like here? What differences are around the school environment?	**Past and Present:** **Historical Events/Significant People** Compare and contrast characters from stories, including figures from the past **People, Culture and Communities:** Draw a map of our journey to the post-box. **The Natural World:** Respect and care for the environment.	**Past and Present:** **Meeting Important Members of Society, People and Places in Their own Locality.** Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. **People, Culture and Communities:** What are countries I have visited? What is the weather like now and what has changed outside.	**Past and Present:** **Once up on a time** How has life changed e.g. Jack and the Beanstalk vs now – Jack kept a cow etc. Who lived in castles? What were castles for? **People, Culture and Communities:** How can I draw a map of the story? What symbols can I use? **The Natural World:** Planting seeds, comment on the natural world.	**Past and Present:** **People, Culture and Communities:** How is the countryside different to a town. What is this habitat/environment like? How is it different? What are its features? **The Natural World:** Observations of animals and plants.	**Past and Present:** **How has life changed - Boat and seaside.** Comment in images of familiar situations in the past. **People, Culture and Communities:** Where are the seas and oceans? What is it like at the seaside? **The Natural World:** Similarities and differences of environments; natural processes and changes.

	The Natural World: Explore natural world- seasonal changes.		**The Natural World:** Similarities and differences in materials.			
RE	**Who belongs in my family and community**	**How do people celebrate special times** Remembrance Day, Diwali, Christmas, Hanukkah **Visit to Church**	**Which places are special to members of our community** Lunar New Year, Shrove Tuesday, Ramadan/Eid al Fitr **Visitor – Ramadan/Eid**	**Why are some objects special** Holi, Eid al Ahad, Easter **Visitor/Visit – Easter Story**	**Who cares for me and how do I help others**	**How do we understand and care for the world**
Expressive Art and Design Mechanisms Structures Textiles Cooking and Nutrition	**Creating with Materials:** Constructs with purpose and begins to talk about what they've made. **Being Imaginative and Expressive:** Songs and nursery rhymes. Introduction Workshop Area Experience of different simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape **Home Corner**	**Creating with Materials:** Giving meaning to marks. **Being Imaginative and Expressive:** Small group role play; group singing. Making Christmas Cards/Crafts - Exp of using simple tools eg; scissors, hole punches Star – Hole punch, threading, ribbon, pipe cleaner/textiles Experience of different methods of joining card and paper. Road Safety- Reflective materials, Investigating materials to reflect/ help us be seen at night. Evaluate. **Home Corner – Bonfire night/Diwali/Christmas**	**Creating with Materials:** Simple tools and techniques. **Being Imaginative and Expressive:** Expressing themselves to music. Fantastic Fruit project - Handas Surprise- Preparing and tasting fruit Investigating and evaluating the use of boats. Making and evaluating a boat that floats. Boats Lost and Found. Creating Collage Bears – cutting and joining, describing textures, exploring textiles and materials **Home Corner – Chinese New Year**	**Creating with Materials:** Creating with a variety of materials. **Being Imaginative and Expressive:** Developing storylines within play. Construction kits to build walls, towers to create a Castle Mothers Day Cards Easter Cards Creating a topping for porridge. Making porridge. Tasting and evaluating.	**Creating with Materials:** Sharing ideas and skills with other children; speak about their creations and the process. **Being Imaginative and Expressive:** Invent, adapt and recount narratives. Paper and Card – Simple flaps? Farm Book Planning Sheets and Evaluating Introduction of Lego/Mobilo – moving vehicles with moving wheels	**Creating with Materials:** Explore colour, design, texture, form and function; make use of props and materials for role play. **Being Imaginative and Expressive:** Perform songs and stories. Making and tasting Banana Ice Cream Father Day Cards **Lighthouse/Ice Cream Parlour**
Computing		**Programming 1:** All About Instructions	**Data Handling:** Introduction to Data	**Programming 2:** Programming Bee-bots	**Computing Systems and Networks 2:**	**Computing Systems and Networks 1:**

					Exploring Hardware	Using a Computer
Music	**Celebrations Music**	**Christmas Production**	**Exploring Sounds**	**Music and Movement**	**Musical Stories**	**Big Band**