



## The Leys Primary and Nursery School

## Long term Plan 2025-2026

## Year: Reception

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	<p>EYFS Explore familiar and unfamiliar roles and experiences.</p> <p>KS1 Explore new experiences with confidence.</p> <p>LKS2 Explore the world around me, increasing my knowledge and understanding.</p> <p>UKS2 Explore and challenge my learning in order to promote</p>	<p>EYFS Communicate in a two way conversation.</p> <p>KS1 Communicate my thoughts and feelings in a calm, verbal way</p> <p>LKS2 Communicate verbally, confidently and in writing with increased clarity.</p> <p>UKS2 Communicate clearly and confidently both verbally and in writing.</p>	<p>EYFS Understand my feelings and respond to the feelings of others.</p> <p>KS1 Understand how my actions impact others.</p> <p>LKS2 Understand how my actions affect myself and others around me.</p> <p>UKS2 Understand my strengths and areas for development within our school community.</p>	<p>EYFS Solve problems independently with resilience.</p> <p>KS1 Solve problems independently with resilience in friendships and academics.</p> <p>LKS2 Solve problems regarding school life independently with resilience and seek support openly</p> <p>UKS2 Solve a wide range of problems across the curriculum, both</p>	<p>EYFS Care for myself, others and the world around me.</p> <p>KS1 Care for myself, others and the wider environment.</p> <p>LKS2 Care for myself, others and the wider world.</p> <p>UKS2 Care and understand how to promote the physical and mental well-being</p>	

	independence and resilience.			independently and collectively as a team.	of myself and others and the world we live in.
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<b>Social Moral Spiritual Cultural Education</b> <b>Spiritual</b> - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. <b>Moral</b> - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. <b>Social</b> - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. <b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.				
	<b>British Values Education</b> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of Law</li> <li>• Individual Liberty</li> <li>• Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> </ul>				

	AUTUMN 4/9 - 19/12 (14 wks)		SPRING 5/1-27/3 (11 wks)		SUMMER 13/4-22/7 (14 wks)	
<b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Community events</li> </ul>	<p>PSHE Personal Development/British Values/RE Focus: 4/9-5/9</p> <p>Behaviour Curriculum focus: 4-26/9</p> <p>Class Author Week: 8/9-12/9</p> <p>International Day of Democracy: 15/9</p> <p>National Poetry Day (performance poetry): 2/10</p> <p>Global Friday: 10/10</p>	<p>Anti-Bullying Week: 10/11-14/11 including Odd Sock day: 12/11 World Kindness day: 13/11</p> <p>STEAM week: Maths Focus 17-21/11 (How many Jellybeans?)</p> <p>Enterprise Day: 28/11</p> <p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p> <p>Global Friday: 12/12</p> <p>Christmas Jumper and dinner Day 17/12</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p> <p>Global Friday: 30/1</p> <p>Children's Feel Good Week: 2-6/2 including Time to Talk day 6/2</p> <p>Internet Safety Week: 9-13/2</p>	<p>Mock SATs Y6: 23-26/3</p> <p>Mother Language Day: 27/2</p> <p>World Book Day: 5/3</p> <p>STEAM week: Science Focus 9/3-13/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p> <p>Global Friday: 20/3</p> <p>Church visit KS2 Easter: 26/3</p>	<p>Earth Day: 22/4</p> <p>St George's Day: 23/4</p> <p>KS2 SATs w/c 11-14/5</p> <p>Global Friday: 15/5</p> <p>Walk to School and Healthy living week: 18-14/5</p> <p>Sports day - 21 or 22/5</p>	<p>Careers Month: June</p> <p>STEAM week:1-5/6 link to careers?</p> <p>King's birthday 12/6/26</p> <p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p> <p>Global Friday: 3/7</p> <p>World Cup - 10/7</p> <p>Book Swap day: 15/7</p>
<b>Charity Events</b>	<p>Harvest - Assembly 7/10</p>	<p>Poppy Appeal: 3-11/11</p> <p>Children in Need:</p>				<p>National Give Something Away day: 15/7</p>

		21/11				
<b>FOL Events</b>	Disco 17/10 Non uniform day 23/10	KS1/Reception Movie Night- 21/11) Enterprise Day 28/11 Refreshments at Nativities (Dec) <b>Junior Performances- 15/12</b>		Non Uniform Day- 27/3 Disco- 20/3	Non Uniform Day - 22/5	Summer Disco - 12/6
<b>Pupil Parliament</b>	Session 1 26/9 Wellbeing 11am		Session 2 6/2 11am		Session 3 5/6 11am	
<b>Pupil Cabinet</b>	Cabinet vote in class w/c 15/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
<b>Class trip/visitor</b>						
<b>TOPIC</b>	All about me	Once Upon a time	Child led topic	Child led topic	Child led topic	Child led topic
<b>Big Question</b>						
<b>Global Goals</b>	3. Good Health and Wellbeing 4. Quality Education		10. Reduced Inequalities 15. Life on Land		14. Life Below Water	
<b>British Values</b>						
<b>Diversity Awareness</b>						
<b>PERSONAL,</b>						

<b>SOCIAL, HEALTH and ECONOMIC education</b>						
--	--	--	--	--	--	--

Prime	AUTUMN		SPRING		SUMMER	
<b>Communication and language</b>	<b>Sequence of learning</b> -I can use both verbal and non verbal communication -I can use key vocabulary to express myself	<b>Sequence of learning</b> -I can talk about how I feel -I am confident to speak to my peers	<b>Sequence of learning</b> -I can have an opinion and be confident to share it with my peers -I can interact with peers and adults when sharing feelings and opinions	<b>Sequence of learning</b> -I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers	<b>Sequence of learning</b> -I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher. -I can make comments about what I have heard and ask questions to clarify my understanding.	<b>Sequence of learning</b> -I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. -I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
<b>Physical</b>	<b>Sequence of learning</b>	<b>Sequence of learning</b>	<b>Sequence of learning</b>	<b>Sequence of</b>	<b>Sequence of learning</b>	<b>Sequence of learning</b>

<b>development</b>	<ul style="list-style-type: none"> <li>-I can run safely avoiding other and obstacles</li> <li>-I can bend my knees when I land</li> <li>-I can jump with 2 feet</li> <li>-I can sit comfortably on a chair with both feet on the ground</li> <li>-I can run safely using the whole of my foot</li> <li>-I can move in response to music, or rhythms played on instruments</li> </ul>	<ul style="list-style-type: none"> <li>-I can jump up into the air with both feet leaving the floor</li> <li>-I can jump forward a small distance</li> <li>-I can stand on 1 foot</li> <li>-I can climb stairs</li> <li>-I can climb on equipment using 2 hands</li> </ul>	<ul style="list-style-type: none"> <li>-I can show increasing control in holding, using and manipulating a range of tools and objects</li> <li>-I can hold mark-making tools with thumb and all fingers</li> <li>-I can hold my own body weight</li> <li>-I can create lines and circles</li> <li>-I can manipulate a range of tools and equipment in one hand</li> </ul>	<b>learning</b> <ul style="list-style-type: none"> <li>-I can grasp and release with two hands to throw and catch an object</li> <li>-I can follow a 2 step dance rhythm</li> <li>-I can begin to form recognisable letters independently</li> <li>-I can sit on a chair correctly</li> <li>-I can use wheeled vehicles</li> <li>-I can follow a 3 step dance rhyme</li> </ul>	<ul style="list-style-type: none"> <li>-I can experiment with different ways of moving</li> <li>-I can jump off an object and lands appropriately</li> <li>-I can travel with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>-I can use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> <li>-I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>-I begin to show accuracy and care when drawing.</li> <li>-I can negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>-I can demonstrate strength, balance and coordination when playing.</li> <li>-I can hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> </ul>
<b>PE</b>	Locomotion	Fine motor skills	Stability 1	Dance (Nursery rhymes)	Athletics	Target games
<b>Personal, social and emotional development</b>	<b>Sequence of learning</b> <ul style="list-style-type: none"> <li>-I can recognise how I feel</li> <li>-I can recognise when I need help</li> </ul>	<b>Sequence of learning</b> <ul style="list-style-type: none"> <li>-I can take off and put on my coat independently</li> </ul>	<b>Sequence of learning</b> <ul style="list-style-type: none"> <li>-I can talk about what I am good at</li> </ul>	<b>Sequence of learning</b> <ul style="list-style-type: none"> <li>-I can ask my friend for help</li> </ul>	<b>Sequence of learning</b> <ul style="list-style-type: none"> <li>-I can show an understanding of my own feelings and those of others, and</li> </ul>	<b>Sequence of learning</b> <ul style="list-style-type: none"> <li>-Set and work towards simple goals, being able to wait for what they</li> </ul>

	<ul style="list-style-type: none"> <li>-I can show how I feel</li> <li>-I can ask for help from a familiar adult</li> <li>-I can change for PE with support</li> </ul>	<ul style="list-style-type: none"> <li>-I can recognise how someone feels using verbal and nonverbal clues</li> <li>-I can recognise when my feelings change</li> <li>-I can use the safe word stop</li> <li>-I can talk about what I like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>-I can wash my hands independently</li> <li>-I can understand and use the Zones of regulation</li> <li>-I can begin to use strategies to self regulate my emotions</li> <li>-I can interpret my feelings using the Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>-I understand why we wash hands after the toilet</li> <li>-I can start to self regulate my emotions</li> <li>-I can show patience and understanding that my feelings and wants are not always met.</li> <li>-I can show resilience to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>begin to regulate my behaviour accordingly.</li> <li>-I can give focused attention to what the teacher says, and respond appropriately even when engaged in activity,</li> <li>-I can follow instructions involving several ideas or actions.</li> <li>-I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>-I can form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>want and control their immediate impulses when appropriate.</li> <li>-I am confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>-I can explain the reasons for behavioural rules in Reception, know right from wrong and try to behave accordingly.</li> <li>-I can work and play cooperatively and take turns with others.</li> <li>-I show sensitivity to their own and to others' needs</li> <li>-I can change for PE independently</li> </ul>
--	--	---	--	---	--	--

Specific	AUTUMN		SPRING		SUMMER	
<b>Phonics</b>	<p><b><u>Phase Two</u></b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e,u,r, h, b, f, ff, l, ll, ss.</p> <p><b><u>Phase Three</u></b> j, v, w, x, y, z, zz, qu, ch, sh, th, ng</p> <p><b><u>Tricky words</u></b> is I the put* pull* full* as and has his her go no to into she push* he of we me be</p> <p><b><i>Expectation – 35 GPCs 17 CEWs</i></b></p>		<p><b><u>Phase Three</u></b> ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p><b><u>Revisit Tricky words</u></b> was you they my by all are sure pure Review all taught so far</p> <p><b><i>Expectation – 48 GPCs 17 CEWs</i></b></p>		<p><b><u>Phase Four – adjacent consonants</u></b></p> <p><b><u>Tricky words</u></b> said, have, like, so, do, some, come, little, one, were, there, what, when out.</p> <p><b><i>Expectation – Blending and segmenting adjacent consonants with previously taught GPCs</i></b></p>	
<b>Talk for writing</b>	Class author books Our class is a family Owl Babies My body poem	The Little Red Hen The gingerbread man Goldilocks The enormous Turnip				
<b>Literacy</b>	<p><b>Core books</b> -Owl Babies -Handa's Surprise</p> <p><b>Core Poems</b> -Five Little Pumpkins -Wise Old Owl -Chop Chop -Leaves are Falling -Cup of Tea -Mice</p>	<p><b>Core books</b> -Suddenly -The Very Hungry Caterpillar</p> <p><b>Core Poems</b> -Pointy Hat -Falling Apples -A basket of Apples -Breezy Waether -Who has seen the Wind? -Shoes</p>	<p><b>Core books</b> -Aliens love Underpants -Superworm</p> <p><b>Core Poems</b> -Popcorn -A little House -Pancakes -Lets Put on our Mittens -I can build a Snowman -Carrot nose</p>	<p><b>Core books</b> -Whatever Next -Supertato</p> <p><b>Core Poems</b> -Spring Wind -Furry, Furry Squirrel -Hungry Birdies - A little Seed -Stepping Stones -Mrs Bluebird</p>	<p><b>Core books</b> -Stanley's stick</p> <p><b>Core Poems</b> -I have a Little Frog -Dance -Pitter Patter -Sliced Bread -A Little Shell -Five Little Peas</p>	<p><b>Core books</b> -Room on the Broom</p> <p><b>Core Poems</b> -The Fox -Monkey Babies -Thunderstorms -Five Little Owls -If I were So Very Small -Under a Stone</p>



	<p><b>Sequence of learning</b></p> <ul style="list-style-type: none"> <li>-I can listen to a story in a small group</li> <li>-I can talk about what is happening in a picture</li> <li>-I can talk through a book</li> <li>-I can listen to and join in with stories and poems.</li> <li>-I can joins in with repeated refrains and phrases from rhymes and stories</li> <li>-I can hear and says the initial sound in words.</li> </ul>	<p><b>Sequence of learning</b></p> <ul style="list-style-type: none"> <li>-I can give meaning to the marks I make as they draw, write and paint</li> <li>-I can begin to tell my own stories</li> <li>-I can talk about events and characters in stories.</li> <li>-I can suggest how the story might end</li> <li>-I can recognise familiar words and signs such as my own name.</li> <li>-I can use vocabulary influenced by my experiences of reading.</li> </ul>	<p><b>Sequence of learning</b></p> <ul style="list-style-type: none"> <li>-I can begin to write for a range of reasons.</li> <li>-I can re-enact and reinvent stories I have heard in my play.</li> <li>-I can use a range of story vocabulary.</li> <li>-I can recall and discuss stories and information I have heard.</li> <li>-I can begin to segment the sounds in simple words and blend them together.</li> </ul>	<p><b>Sequence of learning</b></p> <ul style="list-style-type: none"> <li>-I can begin to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>-I can identifying letters and write recognisable letters in sequence, such as my name</li> <li>-I can continue a rhyming string and identify alliteration</li> <li>-I can choose how to record a narrative (drawing, writing, roleplay, video)</li> <li>-I can begin to read some high frequency words.</li> </ul>	<p><b>Sequence of learning</b></p> <ul style="list-style-type: none"> <li>-I can being to read simple phonically decodable words and simple sentences</li> <li>-I demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary</li> <li>-I can say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>-I can read words consistent with their phonic knowledge by sound-blending</li> <li>-I can write recognizable letters, most of which are correctly formed.</li> </ul>	<p><b>Sequence of learning</b></p> <ul style="list-style-type: none"> <li>-I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>-I can anticipate (where appropriate) key events in stories</li> <li>-I can use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</li> <li>-I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words</li> <li>-I can write simple phrases and sentences that can be read by others.</li> </ul>
<b>White Rose</b>	<p><u><b>White Rose</b></u> Getting to know you Match sort and compare</p>		<p><u><b>White Rose</b></u> Alive in 5 Mass and capacity</p>		<p><u><b>White Rose</b></u> To 20 and beyond How many now</p>	

	Talk about measure and pattern It's me 1, 2, 3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides		Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes		Manipulate compose and decompose Sharing and grouping Visualise, build and map Make connection consolidation	
<b>Maths</b>	<b>Sequence of learning</b> -I can say and understand the number names to 10 -I can say numbers to 10 in order -I can begin to use 1:1 correspondence -I can understand the last number I say is the total amount (Cardinality) -I can match quantity to numeral	<b>Sequence of learning</b> -I can construct using a variety of shapes and equipment -I can use key maths vocabulary -I can sequence events -I can count to 20 by rote -I can talk about groups of up to 10 objects using the vocabulary more, fewer and equal	<b>Sequence of learning</b> -I can subitise to 5 -I can talk about the composition of each number to 10 -I can verbally count beyond 20 -I can say all number bonds to 5 by heart -I can say some number bonds to 10	<b>Sequence of learning</b> -I can say a number 1 more than a given number -I can say a number 1 less than a given number -I can talk about odd and even numbers -I can double numbers to 5	<b>Sequence of learning</b> -I can share -I can compare including, capacity, length, weight and time -I can subitise (recognise quantities without counting) up to 5. -I can verbally count beyond 20, recognising the pattern of the counting system.	<b>Sequence of learning</b> -I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -I have a deep understanding of numbers to 10, including the composition of each number. -I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,

						<p>including double facts.</p> <p>-I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><b>Understanding of the world</b></p>	<p><b>Sequence of learning</b></p> <p>-I can talk about members of my immediate family and community</p> <p>-I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-I can comment on images of familiar situations in the past</p> <p>-I can recognise special helpers in my community.</p> <p>-I can take part in whole school and community celebrations</p> <p>-I can talk about what I hear, see and smell</p>	<p><b>Sequence of learning</b></p> <p>-I can ask questions about things I see</p> <p>-I can talk about my experiences</p> <p>-I can talk about where I live</p> <p>-I can recognise that everyone is different</p> <p>-I can understand that I belong to different groups (class, school)</p> <p>-I can talk about important times for me</p>	<p><b>Sequence of learning</b></p> <p>-I can recognise and talk about changes in seasons</p> <p>-I can understand how things grow</p> <p>-I can talk about my experiences from outside school</p> <p>-I can talk about my home environment</p> <p>-I can talk about important times for my family</p> <p>-I can recognise and talk about similarities and differences between different materials</p>	<p><b>Sequence of learning</b></p> <p>-I can recognise and talk about things I celebrate.</p> <p>-I can talk about different celebrations</p> <p>-I can talk about my wider family</p> <p>-I can talk about belonging to a wider community (Stevenage)</p> <p>-I can begin to understand more about different cultures .</p> <p>-I can begin to explore the local environment</p>	<p><b>Sequence of learning</b></p> <p>-I can talk about the lives of the people around me and their roles in society.</p> <p>-I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>-I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><b>Sequence of learning</b></p> <p>-I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>-I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p>

					-I can draw information from a simple map. -I explore the natural world around me making observations and drawing pictures of animals and plants;	-I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. -I can 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. -I understand some important processes and changes in the natural world around them e.g. melting -freezing , floating -sinking, seasons.
<b>Expressive art and design</b>	<b>Sequence of learning</b> -I can build a simple model	<b>Sequence of learning</b>	<b>Sequence of learning</b>	<b>Sequence of learning</b> -I can explore and use a variety of	<b>Sequence of learning</b> -I make use of props	<b>Sequence of learning</b> -I invent, adapt and

	<ul style="list-style-type: none"> <li>-I begin to dance to music</li> <li>-I can sing a wide range of nursery rhymes and songs in a group</li> </ul>	<ul style="list-style-type: none"> <li>-I can build a model and talk about what I have built</li> <li>-I can use props to tell a story</li> <li>-I can sing a few nursery rhymes and songs independently</li> </ul>	<ul style="list-style-type: none"> <li>-I can work in a group, sharing ideas and resources</li> <li>-I can represent my experiences in play both in a group and independently</li> <li>-I develop storylines in pretend play</li> </ul>	<ul style="list-style-type: none"> <li>artistic effects to express my ideas and feelings</li> <li>-I can use a range of story vocabulary while playing</li> <li>-I can use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>and materials when role playing characters in narratives and stories.</li> <li>-I can sing a range of well-known nursery rhymes and songs.</li> <li>-I can share my creations, explaining the process I have used.</li> </ul>	<ul style="list-style-type: none"> <li>recount narratives and stories with peers and my teacher.</li> <li>-I perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
--	---	---	---	--	--	--