



Reception – Long Term Plan 2025-2026

At Seaham Trinity Primary School our vision for the Early Years Foundation Stage is to create meaningful learning experiences to enable children to thrive, develop a sense of self and unlock a natural curiosity about their world. Through a play-based approach to learning, linked to children's interests, community and developmental stage, we provide enriched opportunities and experiences to set the foundations for their learning journey, encouraging them to release their full social and educational potential so they can become confident, valuable and caring members of society. We embrace and embed the following Overarching Principles and Characteristics of Effective Learning within our Early Years practice and provision.

Overarching Principles

Unique Child – Every child is unique and has the ability to be resilient, confident, capable and self-assured. Every child is encouraged to

Positive Relationships – Children thrive through warm, nurturing, positive relationships with parents, carers and staff. Developing these relationships through the EYFS encourages children to be independent and strong.

Enabling Environments – Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development – Children learn at different rates. We must be aware of this to ensure each child receives the support and guidance they need. We must also use this to identify where children may need greater support than others.

Characteristics of Effective Learning

Playing and Exploring – Children investigate and are naturally curious about the world and environment around them. experience things, and 'have a go' developing resilience and readiness for learning.

Active Learning – Children concentrate and keep on trying if they encounter difficulties. To become lifelong learners, they develop resilience and reflect upon learning, enjoying, and celebrating success.

Creating and Thinking Critically – Children develop their own ideas, making links between experiences. They develop strategies for doing things in order to apply learning to their long term memory.

Reception Medium Term Plan

Autumn 1	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Follow adult cues to listen. Know behaviours for successful learning. Participation in predictable texts. Recall a range of simple nursery rhymes. Ask either/or questions. Participate in adult narration of independent learning. Recall and define specialist vocabulary for the half term.	Follow classroom routines including self-help with clothing. Follow classroom expectations. Define what makes me special. Build vocabulary around feelings. Have a go at new activities. Distinguish between healthy food choices and treats.	Cut along lines. Thread, peg and sew. Join in with hand action songs. Attempt to use knives and forks correctly. Move safely in a large space, negotiating obstacles. Change direction, stop quickly. Move in a variety of ways with confidence (jump, hop, skip, crawl, climb, walk, run). Use large brushes to create paintings of different scales. Use a hammer correctly. PE Focus - Moving and Negotiating space.	I can use technology to help me learn about the world. I can use a digital device to make a picture. Online Safety Unit – Smartie the Penguin I can tell a trusted adult if something on the screen upsets me. I can stop using a digital device when my timer runs out. I can talk about ways to stay safe when I am using a digital device.
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design
	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. Name and discuss book characters. Begin to recognise and name set 1 sounds in RWI. Orally blend CVC words when they are segmented. Clap syllables in words. Form recognisable letters correctly (m, a, s, d, t) Use marks or some letters for meaning. Write/copy their first name.	Count forwards to 10, naming the number after and counting on from a given number. Count sets of objects demonstrating the cardinal rule to 3. Begin to recall number bonds to 3, subitise and recognise numbers to 3. Recognise commonality and make sets. Complete AB visual linear patterns. Narrate the pattern of the school day using now, next, after playtime, after lunch, before home time etc. Qualitative comparison of length and height. Discuss the properties of circles and Triangles.	Describe changes of state with cement and clay. Name parts of plants in allotment harvest. Know that some materials can be recycled – describe original and new use by creating new things with recycled materials (Junk Modelling). Describe changes to trees and woodland plants in autumn. Know that children were babies in the past. Know that adults were children in the past. Discuss the differences between some toys from the past and present. Describe and represent the home in 2D and 3D naming rooms and parts of the building. Find out about harvest in a church. Explore Diwali and talk about what you might see during this festival. Look at and discuss differences between homes.	Explore colour mixing using a colour chart to make secondary colours. Draw a person with all the features. Join materials with sellotape with an idea in mind. Use a hammer and nails to put nails into a pumpkin, cardboard and wood. Manipulate clay by squashing, rolling and pinching to create a simple design in mind. Stack, align and balance with bricks and blocks on a range of scales. Explore the role play area and act out life events. Mark the pulse of pieces of music using body percussion and respond to music with movement. Join in with a range of simple actions, dancing, ring games, songs and Nursery rhymes.

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Autumn 2	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Retell a well-known story using some repetition and language from the text. Secure more complex rhymes. Understand and follow the rules for conversational turn taking in small and larger groups. Ask "Tell me more" to extend responses. Formulate and respond to "Why?" and "How?" questions. Follow two step instructions. Recall and define specialist vocabulary for the half term (Christmas, Diwali, advent, bonfire night, Remembrance Day, thanksgiving)	Understand and follow our School Rules. Follow wider school regimes (assembly). Articulate and demonstrate teeth cleaning. Articulate and demonstrate handwashing and food preparation. Identify healthy ingredients in healthy snacks, exploring the colour coded systems on food.. Work in pairs to succeed in a challenge. Perform confidently to an audience in a simple adult structured presentation. Be able to tell a grown up when they feel sad/happy and why.	Stack, align and balance blocks with magnetic joints. Join and separate small construction by clicking and twisting. Use small tools to make patterns and indents in different materials. Use a range of small tools effectively (screwdriver, trowels and hand forks). Cut and turn along outlines. Travel in different ways with control and co-ordination. Reine and develop ball skills including kicking, dribbling and passing.	I can use technology to help me learn about the world. I can use a digital device to make pictures. Online Safety Unit – Smartie the Penguin I can tell a trusted adult if something on the screen upsets me. I can stop using a digital device when my timer runs out. I can talk about ways to stay safe when I am using a digital device.
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design
	Anticipate key events in a story. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. Blend CVC words and read CVC words. Start learning some diagraph sounds. Read all single letter sounds. Start learning the first set of tricky words if the child can blend. Attempt to write all single letter sounds. Begin to break speech into words when writing spelling CVC words with known sounds.	Verbally count to 20. Count backwards from 10 verbally. Number composition and representing to 5. Subitising and bonds to 5. Make AB transient linear pattern. Narrate the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time. Qualitative comparison of mass and capacity. Discuss the properties of squares and rectangles.	Describe and explain changes of state with chocolate (advent). Know and demonstrate how to plant bulbs. Predict how it will grow. Describe changes to woodland plants in autumn, Understand the past event 'Bonfire night' and the story of Guy Fawkes. Know about the meaning of Remembrance Day. Describe family Christmas traditions. Use a map of the school to navigate around. Name some street furniture on a locality walk. Name some special buildings in our community and explain their function through role play and small world re-enactment. Understand and describe celebrations and traditions for other cultures (Diwali).	Explore making different shades of colour. Make observational drawings and paintings of natural objects and celebrations. Use materials to make booklets. Join cardboard together using split pins. Use a screwdriver and screws to put screws into a range of materials (cardboard, wood, plastic). Use pastels and paints to predict and create different effects. Generate short narratives using small world props. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short songs. Know further action songs and story ring games by heart.

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Spring 1	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design

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Spring 2	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design

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Summer 1	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design

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Summer 2	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design