

## Bishop Ellis Long Term Plan: Reception LTP – 2025-26

<b>Advent</b>																			
2 days in school previous week	<b>Wee k 1</b> 1.9.25	<b>Wee k 2</b> 8.9.25	<b>Week 3</b> 15.9.25	<b>Week 4</b> 22.9.25	<b>Week 5</b> 29.9.25	<b>Week 6</b> 6.10.25	<b>Week 7</b> 13.10.25	<b>Week 8</b> 20.10.25	<b>Week 9</b> 3.11.25	<b>Wk 10</b> 10.11.25	<b>Wk 11</b> 17.11.25	<b>Wk 12</b> 24.11.25	<b>Wk 13</b> 1.12.25	<b>Wk 14</b> 8.12.25	<b>Wk 15</b> 15.12.25				
<b>Advent Term</b>																			
<b>Topic</b>	<b>Marvellous Me!</b>										<b>Dark Nights; Bright Nights</b>								
<b>Curriculum drivers/links to KSI</b>	Curriculum Driver: PSED (wks1-3) Understanding the World the Natural World (Wks 4-6) Links to KSI: PSHE/RSE (Wks 1-3) Geography (Wks 4-6)										UTW: P+P/History (Wks 1-5) UTW: Natural World/Geography (Wk6)			EAD/DT and Art (Wks 7-9)					
<b>RE</b>	Creation and Covenant										Prophecy and promise								
<b>English</b>	<b>Assessment and Baseline</b> Rhyming Alliteration Describing words Phonics Name writing Pencil grip Child's voice alongside drawing Sequencing										Labelling Phonics Name writing Pencil grip CVC words Simple phrases Child's voice alongside drawing Sequencing Formation								

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English Continuous Skills	<p align="center">Mark making Name writing Pencil grip Begin to write simple cvc words. Reading – segmenting and blending of taught graphemes and tricky of tricky phase 2 words</p>												
Maths White Rose	<b>Baselines week 1-5</b> Phase 1: Just like me Getting to know you	Phase 1: Just like me Match sort and compare	Phase 2: It's me 1, 2, 3. Talk about measure and patterns	Phase 2: It's me 1, 2, 3! <b>Assessment Weeks</b>	Phase 3: Light and Dark Circles and triangles	Phase 3: Light and Dark 1, 2, 3, 4, 5	Phase 4: Alive in 5! Shapes with 4 sides						
Maths Mastering Number		Subitising	Cardinality, ordinality and counting	Composition	Subitising	Comparison	Cardinality, ordinality and counting	Comparison	Composition	Composition	Cardinality, ordinality and counting	Subitising	
		Wk1 within 3 Patterns for numbers within 4	Wk2 How many? 1:1 correspondence & counting strategies	Wk3 All numbers can be made of 1s Collection within 4	Wk4 Within 4	Wk5 More than Fewer than	Wk6 Cardinality of 5 Count beyond 5 Recognise numerals	Wk7 Compare sets using various strategies Equal amounts	Wk8 'wholes' and 'parts' Composition of numbers within 5	Wk9 Compose and decompose numbers 3, 4 & 5	Wk10 How many? 1:1 correspondence	Wk11 Within 5	
Science	<p align="center">Science in Early Years is developed through a range of experiences which foster curiosity and exploration. This is done through play, creativity and risk taking. The chance to develop enquiry is supported throughout the continuous provision offering opportunities to investigate colours, materials, teeth, our bodies and different habitats.</p>												
Geography	<p align="center">Geography in Early Years is developed through outdoor experiences which foster curiosity and exploration. This is done through play, creativity and risk taking. Understanding our culturally, socially, technologically, and ecologically diverse world is explored through things like story, non-fiction books, maps, globes, and photographs. We will explore and learn the names of the different continents.</p>												

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<b>Art and Design</b>	<p><b>Physical Development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Using their core muscle strength to achieve a good posture when sitting at a table. Adult led: Marvellous Marks Drawing:</p>	<p><b>Expressive Arts and Design</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources, and skills.</p> <p><b>Physical Development</b> Hold a pencil effectively using the tripod grip. Use a range of tools, including scissors and paint brushes</p>	<p><b>Expressive art and design</b> Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
<b>Musics</b>	Pulse		Voice
<b>PE</b>	Fundamental Skill movements- Core strength and balance. I exercise.		Fundamental Skill movements. Travelling and agility I moves
<b>PE CT</b>	Dance Healthy Me.		Gymnastics Travelling, rolling, balancing.
<b>PSHE/RSE</b>	<p>Heads, shoulders, knees and toes</p> <p>Ready teddy?</p> <p>Handmade with love</p> <p>I am me</p>		<p>I like, you like, we all like</p> <p>All the feelings!</p> <p>Let's get real</p> <p>Growing up</p> <p>New people, new places</p>
<b>History</b>	Through the use of stories, the language of the past will be developed: A long time ago, many years ago, in the past. The children will look at how things change over time. Questioning: What's the same? What's different? This will be developed through the termly themes, Own life-story and family's history. Bonfire night, Remembrance Day, Black History month and we will consider basic chronology, before they were born. In addition we will compare different transport and we will explore the Royal family.		
<b>DT</b>	Design and technology is a key part of the 'Expressive Arts and Design' area of the EYFS curriculum (although there are also key links to the Physical Development and Maths areas of the EYFS Curriculum). Within continuous provision, the children in EYFS will have opportunities to explore the making of products using a wide variety of materials. They will cut, stick, draw and paint. The chance to practise their cutting skills is permanently on offer. The children will also be provided with opportunities to design and build, make and wrap a toy.		

**Lent**

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	Week 1 5.1.26	Week 2 12.1.26	Week 3 19.1.26	Week 4 26.1.25	Week 5 2.2.26	Week 6 9.2.26	Week 7 23.2.26	Week 8 2.3.26	Week 9 9.3.26	Wk 10 16.3.26	Wk 11 23.3.26
<b>Lent Term</b>											
<b>Topic</b>	<b>Explorers</b>						<b>What story would you like to listen to?</b>				
<b>Curriculum</b>	Computing	E A + D Art and Design	PSED	E A + D D+T/Art and Design	UTW The Natural World	UTW Natural World	PSED	Communication and Language	C + L	UTW	
<b>RE</b>	Galilee to Jerusalem						Desert to Garden				
<b>English</b>	Phonics Child's voice alongside drawing CVC words Simple phrases, moving towards sentences Sequencing Story recap verbally Weekly reading x 3 Phonics						Phonics Child's voice alongside drawing CVC words Simple phrases, moving towards sentences Sequencing Story recap verbally Weekly reading x 3 Phonics				
<b>English</b>	Consolidation of reception word reading and writing skills (development matters) plus work towards ELG: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Say a sound for each letter in the alphabet and at least 10 digraphs.										
<b>Maths</b>	Phase 4: Alive in 5	Phase 4:Alive in 5 Mass and capacity	Phase 5: Growing 6, 7, 8			Phase 5: Growing 6, 7, 8. Length, height and time	Phase 6: Building 9 and 10 <b>Assessment weeks</b>			Phase 6: Building 9 and 10 Explore 3D shapes	

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Maths mastering number	Cardinality, ordinality and counting	Composition	Composition	Comparison	Cardinality, ordinality and counting	Comparison	Composition	Subitising	Composition	Cardinality, ordinality and counting	Subitising			
	Wk 12 Counting how many Counting to 20 and beyond	Wk 13 Composition of 5. Recall 'missing' or 'hidden' parts	Wk 14 Pairs of numbers within 5 5 and a bit	Wk 15 Compare sets using the language of comparison	Wk 16 Cardinality within 10 Counting pattern beyond 20	Wk 17 Equal and unequal amounts =	Wk 18 Numbers within 7 'part-part-whole'	Wk 19 Equal groups Spatial language to describe arrangements	Wk 20 Sorting and classifying	Wk 21 Counting strategies Comparing teen and ty numbers beyond	Wk 22 Odd and even numbers Links numbers to doubles Numbers within 10			
Science	Science in Early Years is developed through a range of experiences which foster curiosity and exploration. This is done through play, creativity and risk taking. The chance to develop enquiry is supported throughout the continuous provision offering opportunities to investigate colours, materials, seasons, weather and different habitats.													
Geography	Geography in Early Years is developed through outdoor experiences which foster curiosity and exploration. This is done through play, creativity and risk taking. Understanding our culturally, socially, technologically, and ecologically diverse world is explored through things like story, non-fiction books, maps, globes, and photographs. Through topics we will know that there are different countries in the world and begin to know some cities.													
Art and Design	<p align="center">Let's get crafty Craft and design:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p align="center"><b>Physical Development</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Using their core muscle strength to achieve a good posture when sitting at a table.</p> </td><td style="width: 33%; padding: 5px;"> <p align="center"><b>Expressive Arts and Design</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources, and skills.</p> <p align="center"><b>Physical Development</b></p> <p>Hold a pencil effectively using the tripod grip. Use a range of tools, including scissors and paint brushes</p> </td><td style="width: 33%; padding: 5px;"> <p align="center"><b>Expressive art and design</b></p> <p>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used</p> </td></tr> </table>											<p align="center"><b>Physical Development</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Using their core muscle strength to achieve a good posture when sitting at a table.</p>	<p align="center"><b>Expressive Arts and Design</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources, and skills.</p> <p align="center"><b>Physical Development</b></p> <p>Hold a pencil effectively using the tripod grip. Use a range of tools, including scissors and paint brushes</p>	<p align="center"><b>Expressive art and design</b></p> <p>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used</p>
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Musical	Rhythm						Pitch							

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PE	Fundamental Skill movements. Co-ordination and dynamic balance I practise	Fundamental Skill movements. Agility, object control, core strength and balance. I communicate
PE	Dance Animals	Gymnastics Balancing, jumping.
PSHE/RSE	Role model  Who's who?  You've got a friend in me Forever friends  What is the internet?  Playing online	Safe inside and out  Feeling poorly  My body, my rules  People who help us
History	Through the use of stories, the language of the past will be developed: A long time ago, many years ago, in the past. The children will look at how things change over time. Questioning: What's the same? What's different? This will be developed through the termly themes and will include describing images of familiar situations in the past. (farms) and knowing about the monarchy	
DT	Design and technology is a key part of the 'Expressive Arts and Design' area of the EYFS curriculum (although there are also key links to the Physical Development and Maths areas of the EYFS Curriculum). Within continuous provision, the children in EYFS will have opportunities to explore the making of products using a wide variety of materials. They will cut, stick, draw and paint. The chance to practise their cutting skills is permanently on offer. The children will also be provided with opportunities to prepare food, including the cooking of food.  Cooking- follow a recipe for an end result	

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<b>English CP</b>	<p>Consolidation of reception word reading and writing skills (development matters) plus work towards ELG:</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>										
<b>Maths White Rose</b>	Explore 3D shapes	Phase 7: To 20 and Beyond	Phase 7: To 20 and beyond	Phase 7: to 20 and beyond How many now?	Phase 8: First, then, now. Manipulate, compose and decompose		Phase 9: find my pattern. Sharing and grouping	Phase 9: Find my pattern. Visualise, build and map		Phase 10: On the move. Make connections	
<b>Maths mastering number</b>	<b>Composition</b>	<b>Composition</b>	<b>Composition</b>	<b>Comparison</b>	<b>Counting beyond 20</b>	<b>Patterns with numbers to 10</b>	<b>Automatic recall</b>	<b>Understanding of numbers to 10</b>	<b>Subitising on a rekenrek</b>	Consolidation and recap	
	Wk 23 Different representations of numbers within 5	Wk 24 Tens frames and 'part-part-whole' within 10	Wk 25 Ordinality of numbers within 10 More and less	<b>Wk 26 – 31</b> Review and assess In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.							
<b>Science</b>	Plants					The natural world around us.					

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<b>Geography</b>	Geography in Early Years is developed through outdoor experiences which foster curiosity and exploration. This is done through play, creativity and risk taking. Understanding our culturally, socially, technologically, and ecologically diverse world is explored through things like story, non-fiction books, maps, globes, and photographs. We will explore Different cities in our country and Immediate local environment.	
<b>Art and Design</b>	Creation Station Sculpture and 3D	
<b>Music</b>	Technology, structure and form	20 <sup>th</sup> Century music
<b>PE</b>	Fundamental Skill movements Object control	Fundamental Skill movements Locomotion and object control I create.
<b>PE CT</b>	Pilates	Fundamental movements. Review of learning throughout the year.
<b>Computing</b>		Programming 2 – Programming Bee-Bots
<b>PSHE/RSE</b>	God is love  Loving God, loving others  Me, you, us	When I grow up  Money doesn't grow on trees
<b>History</b>	Traditional tales	To know about an area that has historical importance. (London)
<b>DT</b>	Design and technology is a key part of the 'Expressive Arts and Design' area of the EYFS curriculum (although there are also key links to the Physical Development and Maths areas of the EYFS Curriculum). Within continuous provision, the children in EYFS will have opportunities to explore the making of products using a wide variety of materials. They will cut, stick, draw and paint. The chance to practise their cutting skills is permanently on offer. The children will also be provided with opportunities to prepare food, including the cooking of food. Structures – adult led	