



Forest Prep School Reception

Long Term Plan

2025-2026

	Autumn 1 2nd Sept – 17th Oct 6 weeks 4 days	Autumn 2 3rd Nov – 16th Dec 6 weeks 2 days	Spring 1 6th Jan – 13th Feb 6 weeks	Spring 2 23rd Feb – 1st April 5 weeks 3 days	Summer 1 20th April – 22nd May 5 weeks	Summer 2 8th June – 14th July 5 weeks 2 days
Topic	Travel	Dinosaurs	Under the Sea	Countries and Continents	On Safari	Minibeast
Role Play Area	Tuff Tray activities Vehicle mechanics	Dinosaur Hospital	An Aquarium	Airport/ passport control	African Savannah	Minibeast investigation Area
Ongoing Topics	Pencil Control, Pencil grip Name writing Birthdays & Months of the year Seasons Celebrations	Pencil Control, Pencil grip Name writing Birthdays & Months of the year Name writing Seasons Celebrations	Pencil Control, Full name writing Letter formation Seasons Celebrations	Pencil Control, Full name writing Letter formation Seasons Celebrations	Pencil Control, Independent word & sentence writing All letter formation Seasons Celebrations	Pencil Control, Independent word & sentence writing All letter formation Seasons Celebrations
Forest Explorers Topics/Themes						
Experiences	Airport Trip	Christmas Trip to the Theater	Blue Planet	- Food Tasting experiences - Invite parents to send pictures of different food - Chef Simon world foods	Knowsley Safari Park Yr 3 Buddy Trip Class Assembly - Safari Themed	Trips to Pickering Lodge Park Extra outdoor learning Bug man visits school
Celebrations Festivals and Events	Harvest Festival Rosh Hashanah Black History Month World Mental Health Day Halloween	Diwali Bonfire Night Antibullying Week Remembrance Day Children In Need, Christmas Hanukkah	World Religion Day Chinese New Year Children's Mental Health Week Valentine's Day Pancake Day	Ramadan Women's History Month British Science Week Eid Ul-Fitr World Book Day Mothers Day Easter	Earth Day St George's Day World Day for Cultural Diversity	Fathers Day Grandparents Tea Party Sports Day



Forest Prep School Reception

Long Term Plan

2025-2026

				Easter Egg Hunt Culture Week		
PSHE (SCARF) Themes	Rights and Responsibilities Being my Best	Rights and Responsibilities Valuing Difference	Keeping Safe	Rights and Responsibilities Me and My Relationships	Rights and Responsibilities Keeping Safe	Growing and Changing
Physical Development Themes	<p>Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Begin to develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, athletics, gymnastics</p> <p>Use large-muscle movements to wave flags and streamers, paint large shapes, make marks using whole arms</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Use tools safely and confidently: for example, using scissors, paintbrushes, cutlery</p>	<p>Further develop and refine a range of gross motor skills: they should be confident in balancing, riding (tricycles, bikes with stabilisers), ball skills</p> <p>Combine different movements with ease and fluency, e.g. jump off an object and land appropriately</p> <p>Develop the overall body strength, coordination, balance and agility further</p> <p>Continue upper-body strength / core strength activities to support stability for writing and other fine motor tasks</p> <p>Use a range of small tools competently, safely and confidently, including pencils for writing</p> <p>Begin to show accuracy and care when drawing</p>	<p>Develop confidence, competence, precision and accuracy when engaging in more challenging physical activities: negotiating space, adjusting speed, direction, and body position in response to others or obstacles</p> <p>Further refine fine motor skills so children can use small tools competently for a range of tasks, e.g. fasteners (buttons, zippers), manipulating small objects, cutting shapes more precisely</p> <p>Begin to show good control and coordination in large and small movements, maintaining balance, negotiating risk safely</p> <p>Know the importance for good health of physical exercise, and healthy eating</p>			



Forest Prep School Reception

Long Term Plan

2025-2026

	Be able to manage their own basic hygiene and personal needs more independently, including dressing/undressing, toileting, washing hands						
Communication and Language Themes	<p>(Focus: Listening & Attention, Understanding)</p> <ul style="list-style-type: none"> Maintain attention and concentration in whole-group storytelling or carpet time; begin to sit quietly at appropriate moments. Develop two-channelled attention: listen while doing simple tasks. Begin to understand a range of complex sentences, including negatives, plurals, and tense markers. Respond and attend to ideas expressed by others in group discussion; understand questions such as who, why, when, where, and how. Increase vocabulary through exposure to stories, non-fiction, songs and rhymes, and use new words across different contexts. 		<p>(Focus: Understanding, Speaking)</p> <ul style="list-style-type: none"> Ask questions to find out more and check comprehension. Retell stories, sometimes using exact wording, sometimes in their own words. Use new vocabulary in meaningful contexts throughout the day. <ul style="list-style-type: none"> Extend sentence structure by using conjunctions such as because, and, or. Begin to use past and future tense accurately. <ul style="list-style-type: none"> Continue developing conversational skills: start and sustain multi-turn exchanges with adults and peers; express opinions and debate using words as well as actions. 		<p>(Consolidation & ELG target: Speaking confidently)</p> <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings, and events; introduce narrative during play. Maintain effective communication, adapting language for the listener's needs. Use accurate past, present, and future tense in conversation and storytelling. Achieve the statutory Early Learning Goal: <ul style="list-style-type: none"> Express themselves effectively. Use past, present and future forms accurately. Develop their own narratives and explanations by connecting ideas or events. 		
	Phonics Topics	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map	See Monster Phonics Reception Progression Map
Maths Topics	<p>(Foundations in Number and Shape, Space & Measure)</p> <p>Number:</p>		<p>Use mathematical language to describe the position of objects (e.g. in, on, under, beside, behind, next to).</p>		<p>(Consolidation toward ELGs in Number & Numerical Patterns)</p> <p>Number:</p>		



Forest Prep School Reception

Long Term Plan

2025-2026

	<ul style="list-style-type: none"> Count objects, actions and sounds in different contexts. Subitise small quantities (recognise up to 5 without counting). Link numerals and amounts, matching number symbols to quantities. Begin to count beyond ten in familiar routines. <p>Shape, Space & Measure / Spatial Reasoning:</p> <ul style="list-style-type: none"> Select, rotate, and manipulate shapes during play to explore how they fit. Compare length, weight and capacity using everyday vocabulary (taller, heavier, fuller, etc.). Continue, copy and create repeating patterns. 	<p>Understand position through words alone (e.g. "The bag is under the table") – without needing to point.</p> <p>Describe a sequence of events using words such as "first", "then".</p> <p>Solve real-world mathematical problems with numbers up to 5 (e.g. "Do we have enough cups for everyone?").</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language (e.g. sides, corners, flat, round).</p> <p>Select shapes appropriately for tasks (e.g. "a flat surface for building", "a triangular prism for a roof").</p> <p>Combine shapes to make new ones (e.g. an arch, a bigger triangle, a square).</p>	<ul style="list-style-type: none"> Develop deep understanding of numbers to 10, including how they are composed (e.g. $7 = 3 + 4$). Subitise confidently up to 5 objects. Automatically recall number bonds up to 5, and some to 10, including doubles. <ul style="list-style-type: none"> Count reliably from 1 to 20, understanding the pattern of the counting sequence. <p>Numerical Patterns (ELG):</p> <ul style="list-style-type: none"> Compare quantities up to 10 in context: greater than, less than, the same. Explore and represent patterns within numbers to 10, including evens, odds, doubles, and equal sharing. <ul style="list-style-type: none"> Sustain and create number-based patterns, noticing structure and symmetry.
<p>Literacy</p>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Read individual letters by saying the sounds for them</p>	<p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Describe events in some detail</p>	<p>Engage in storytimes</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p>



Forest Prep School Reception

Long Term Plan

2025-2026

	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Say some of the words in songs and rhymes; enjoy singing and saying rhymes and songs</p> <p>Form lower-case and capital letters correctly</p>	<p>Read a few common exception words matched to the school's phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p>	<p>Use new vocabulary in different contexts</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------